

2002

ACADEMIC PERFORMANCE INDEX

BASE REPORT

Information Guide



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HIGHLIGHTS OF THE 2002 API BASE AND THE FUTURE

As the Public Schools Accountability Act of 1999 (PSAA) progresses toward full implementation, a number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future follows.

- New indicators that were added to calculations for the 2002 Base API include:
 - California Standards Tests (CSTs) in mathematics (grades 2 through 11) and in social science (grades 10 and 11)
 - California High School Exit Examination (CAHSEE) (grades 9 and 10 in 2002–03, grades 10 and 11 in 2003–04, and grades 10 through 12 in 2004–05)
- The Stanford 9 will be replaced with the California Achievement Test, 6th Edition (CAT/6) in calculations for the 2003 API Growth. Special “linking” measures are being taken to ensure comparability between the 2002 API Base and the 2003 API Growth.
- Indicator weights for the 2002 API Base were revised due to the addition of new indicators. For grades 2 through 8, CST results received 80 percent of the weight, and the Stanford 9 received 20 percent. For grade 9 through 12, CST results received 73 percent of the weight, CAHSEE results received 15 percent, and the Stanford 9 received 12 percent.
- The state budget for public education currently includes no funding for the API awards programs. Although funding may be reappropriated in the future, it does not appear likely at this time.
- In January 2003, the State Board of Education (SBE) approved a statewide accountability proposal to meet federal No Child Left Behind Act of 2001 (NCLB) requirements that schools demonstrate Adequate Yearly Progress (AYP) in getting all students to proficiency in reading and mathematics. The proposal recommends maintaining the API while supplementing it with the AYP results as another element of each school's accountability report. California's proposal for implementing the AYP currently is being reviewed for federal approval.
- Some of the SBE actions proposed for NCLB may affect the 2002 Base API; however, the California Department of Education is posting on the API web site the 2002 API Base reports as currently defined in legislation and regulations to maintain compliance with current state legal requirements. Once federal approval and state legislation related to NCLB requirements are in place, adjustments in API reports will be made as necessary.

UPDATE ON THE API

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). It has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an Alternative Accountability System for schools serving non-traditional populations.
- This document provides information about the 2002 API Base. Recent information concerning the II/USP, GPA, other API-related interventions and awards programs, and the Alternative Accountability System is included in assistance packets provided for the 2001–2002 API Growth release. These growth release assistance packets can be obtained on the CDE API web site at <http://www.cde.ca.gov/psaa/api/api0102/growth/astpk02g.htm>. In addition, a list of California Department of Education (CDE) contact offices and web sites for these programs is provided at the end of this document (see "PSAA Reference Guide to the Internet and CDE Contacts").
- On January 8, 2003, the State Board of Education (SBE) approved a statewide accountability proposal to implement the requirement in the federal No Child Left Behind Act of 2001 (NCLB) that schools demonstrate "Adequate Yearly Progress" (AYP) in getting all students to proficiency in reading and mathematics. These actions have implications for California's accountability system and the API (see "NCLB Accountability Update"). The proposal recommends maintaining the API while supplementing it with the AYP requirements as another element of each school's accountability report. California submitted its proposal to the U.S. Department of Education (USDE) in January 2003. The proposal is currently being reviewed, and the USDE may require changes in it before federal approval is final, which is anticipated to be May 1, 2003.
- Some of the SBE actions proposed for NCLB may affect the 2002 API Base, including possible changes to California's law and regulations pertaining to the API. Nevertheless, in order to maintain compliance with current state legal requirements, the California Department of Education (CDE) is posting on the API web site the 2002 API Base reports as currently defined in legislation and regulations. Once federal approval and state legislation are in place, notifications and adjustments in reports will be provided, as necessary.

2002 API Base

- The 2002 API Base is a numeric index (or score) between 200 and 1000 reflecting a school's performance on the following student assessments that were part of California's 2002 statewide testing administration:

- Standardized Testing and Reporting (STAR) program:
 - Stanford 9—all content areas
 - California Standards Test in English-Language Arts (CST ELA), including the writing assessment at grades 4 and 7
 - California Standards Test in Mathematics (CST Math)
 - California Standards Test in Social Science (CST SS)—grades 10 through 11
 - California High School Exit Examination (CAHSEE)—grades 9 and 10 (in 2003, grades 10 and 11; in 2004, grades 10, 11, and 12)
- For grades 2 through 8, the Stanford 9 will receive 20 percent of the weight in the API and the California Standards Test (CST) 80 percent of the weight. For grades 9 through 12, the Stanford 9 will receive 12 percent of the weight in the API, the CST 73 percent of the weight, and the CAHSEE 15 percent of the weight. (See “API Indicator Weights” for more details)
 - The 2002 API Base includes several new indicators: 2002 results from the CST Math and CST SS well as from the CAHSEE. Previously, the API consisted only of results from the national, standardized norm-referenced Stanford Achievement Test, Ninth Edition (Stanford 9) and the CST ELA.
 - Because the 2002 Base API includes new California standards-based tests as well as the CAHSEE and because the calculation of the 2002 Base API is different from the 2001–2002 Growth API, which appeared in October of last year, any comparison of the two would be inappropriate.
 - Other performance indicators will be added to the API when data are available. These additional indicators will include CSTs in other content areas, the California Alternate Performance Assessment (CAPA), and graduation and attendance rates. The law requires that test results constitute at least 60 percent of the API.
 - Schools receiving a “Base” API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school’s Base API score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 is the interim performance target for all schools.
 - Schools receiving a Base API score also receive Base API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are set for the school as a whole and for each numerically significant subgroup.
 - The annual growth target for a school is five percent of the distance between a school’s API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.

2002 API Base Reports

- Generally, API results are reported twice a year: (1) base year reports each January or February and (2) growth reports each fall (see “API Reporting Cycles”).
- The 2002 API Base reports are provided for all schools in the main API system, for schools in the Alternative Schools Accountability Model that opt into the main API system, and for small schools with between 11 and 99 valid STAR test scores (see “Main API System and Alternative Accountability System”).
- For schools with 100 or more valid STAR test scores, the 2002 API Base reports provided in February 2003 include: the number of students included in the 2002 API Base score (also referred to as number of valid test scores), the 2002 API Base, 2002 statewide and similar schools ranks, the 2002–2003 growth target, and the 2003 API target. An API Base report for numerically significant subgroups also is included. For small schools with between 11 and 99 valid STAR test scores, the 2002 API Base reports include the same information with the exception of similar schools ranks.
- The 2002 API Base results are scheduled to be posted on the California Department of Education (CDE) API web site at <http://api.cde.ca.gov> on February 20, 2003.
- Schools must report API results in their local School Accountability Report Cards annually. Each school district’s governing board also must discuss the API results and school rankings at their next regularly scheduled public meeting, following the annual publication of the API.

SUMMARY OF THE 2002 API BASE

In June 2002 and January 2003, the State Board of Education (SBE) adopted the methodology for the 2002 Base Academic Performance Index (API). The SBE approved the inclusion of several new components for the 2002 API Base calculations. The new components include:

- The California Standards Tests in Mathematics (CST Math)—all grades
- The California Standards Tests in Social Science (CST SS)—grades 10 and 11
- The California High School Exit Examination (CAHSEE)—grades 10 through 12

Changes to the 2002 Base API are the most far-reaching since the inception of the API in 1999. With these changes, 80% of an elementary or middle school's API will consist of results from the California Standards Test, and 88% of a high school's API will consist of results from the California Standards Tests and the CAHSEE. This reflects another major step towards the full alignment of standards, assessments, and accountability in California public schools.

Academic Performance Index (API) Indicator Weights

The 2002 API Base includes the following assessments:

- Standardized Testing and Reporting (STAR) program:
 - Norm-referenced test (NRT)—all content areas
(in 2002, Stanford 9; in 2003 and thereafter, California Achievement Test, 6th Edition)
 - California Standards Test in English-Language Arts (CST ELA), including the writing assessment at grades 4 and 7
 - California Standards Test in Mathematics (CST Math)
 - California Standards Test in Social Science (CST SS)—grades 10 through 11
- California High School Exit Examination (CAHSEE)—grades 9 and 10
(in 2003, grades 10 and 11; in 2004, grades 10, 11, and 12)

The final 2002 API Base indicator weights are shown in the last column on the charts on the following page. These final weights are based on the actions of the SBE at its January 8, 2003 meeting. At this meeting, the SBE reduced the weight of the norm-referenced test in the 2002–2003 API cycle from what the SBE had adopted earlier in June 2002. This was done as a result of the change from the Stanford 9 (used in the 2002 API Base calculations) to the California Achievement Test, 6th Edition, (CAT/6) (to be used in the 2003 API Growth calculations). The SBE actions are summarized in “SBE Meeting Highlights” for January 2003 located on the SBE web site at <http://www.cde.ca.gov/board/highlights>.

Academic Performance Index (API) Indicator Weights

The Base API (reported in January or February each year) is used to generate statewide and similar schools rankings as well as API growth targets. The Growth API (reported in the fall each year) is used to determine whether or not a school met its targets. The Growth API has the same indicator weights and is calculated in exactly the same manner as its corresponding Base API. The State Board of Education adopted the final indicator weights for the 2002–2003 API cycle on January 8, 2003.

Elementary and Middle Schools (Grades 2–8)

Content Area	2000–2001 API Cycle	2001–2002 API Cycle		2002–2003 API Cycle		2002–2003 API Cycle	
	<u>2000 Base API</u> and 2001 Growth API	<u>2001 Base API</u> and 2002 Growth API		Previously Published 2002–2003 Weights		<u>2002 Base API</u> and 2003 Growth API Final Weights *	
	NRT	NRT	CST	NRT	CST	NRT	CST
English Language Arts (ELA)							
NRT		24%		24%		12%	
(Reading)	30%	(12%)		(12%)		(6%)	
(Language)	15%	(6%)		(6%)		(3%)	
(Spelling)	15%	(6%)		(6%)		(3%)	
CST			36%		36%		48%
Mathematics							
NRT	40%	40%		16%		8%	
CST					24%		32%
TOTAL	100%	64%	36%	40%	60%	20%	80%

High Schools (Grades 9–11)

Content Area	2000–2001 API Cycle	2001–2002 API Cycle		2002–2003 API Cycle			2002–2003 API Cycle		
	<u>2000 Base API</u> and 2001 Growth API	<u>2001 Base API</u> and 2002 Growth API		Previously Published 2002–2003 Weights			<u>2002 Base API</u> and 2003 Growth API Final Weights *		
	NRT	NRT	CST	NRT	CST	CAHSEE	NRT	CST	CAHSEE
English Language Arts (ELA)									
NRT		16%		6%			6%		
(Reading)	20%	(8%)		(3%)			(3%)		
(Language)	20%	(8%)		(3%)			(3%)		
CST			24%		24%			35%	
CAHSEE						10%			10%
Mathematics									
NRT	20%	20%		3%			3%		
CST					12%			18%	
CAHSEE						5%			5%
Science									
NRT	20%	20%		20%			3%		
Social Science									
NRT	20%	20%							
CST					20%			20%	
TOTAL	100%	76%	24%	29%	56%	15%	12%	73%	15%

* Adopted by State Board of Education January 8, 2003

NRT = Norm-referenced test (Stanford 9 through 2002; CAT/6 beginning in 2003)

CST = California Standards Test

New Indicators

California Standards Test in Mathematics (CST Math)

All California students, grades 2 through 7, take the CST Math for their respective grade level as part of the standards-based component of the STAR. However, the CST Math test-taking patterns for students in grades 8 through 11 are more complicated. Students at each grade level, 8 through 11, do not take the same test. Instead, each student is administered a CST Math according to the mathematics course in which the student is enrolled at the time of testing.

In 2002, the STAR administered the CST Math in the form of the following tests, according to grade level or discipline as follows:

- Grade level tests—grades 2 through 7
- California General Mathematics Standards Test (CGMST)—grade 8 or 9
- Algebra I, Geometry, or Algebra II—grades 8 through 11
- Integrated 1, Integrated 2, or Integrated 3—grades 8 through 11
- High School Mathematics Standards Test (Summative Test)—grades 9 through 11

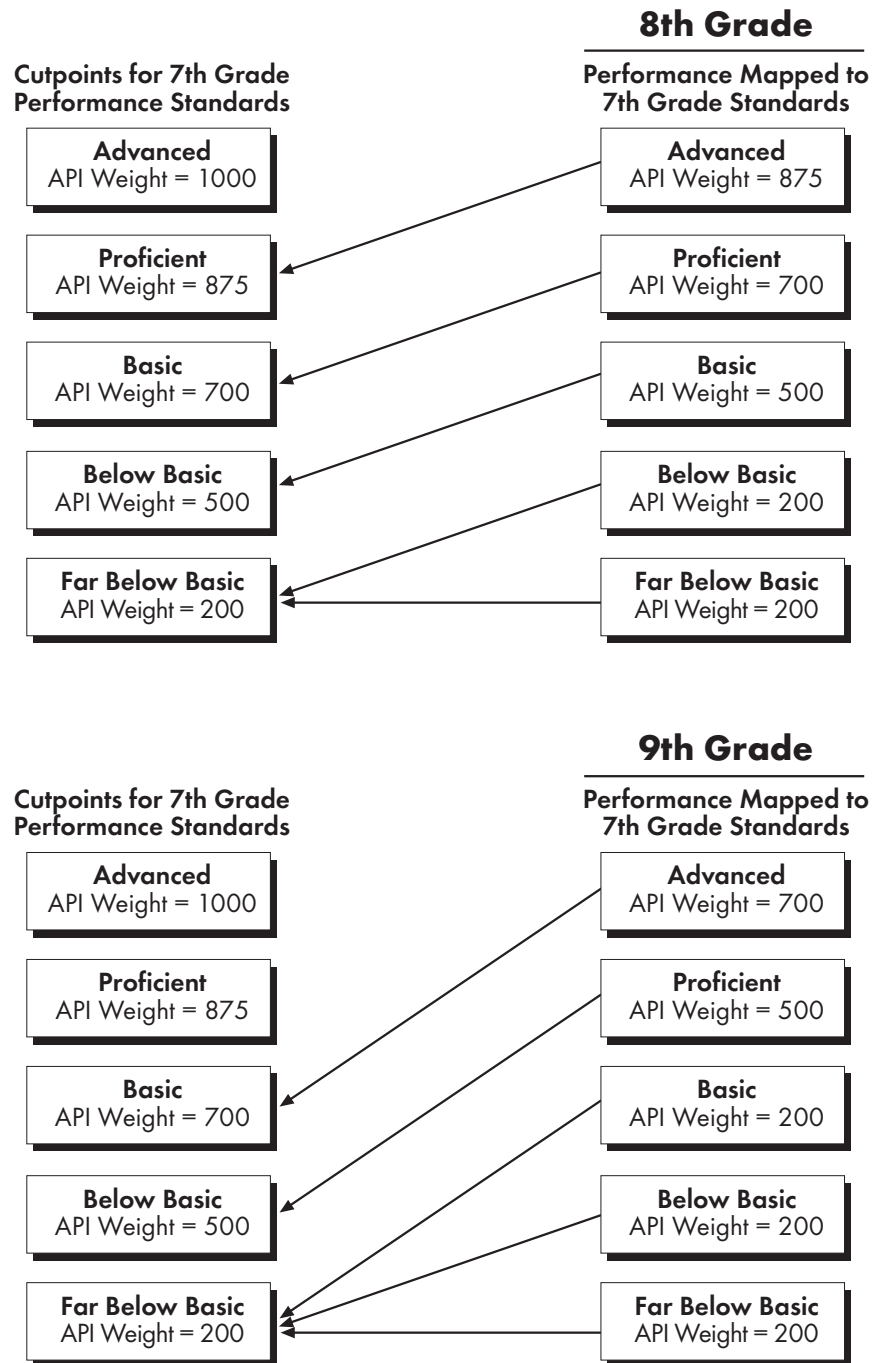
The CST Math refers to all of these tests. A student record must have a CST Math performance level score for the CST Math to be calculated as part of the API.

California General Mathematics Standards Test (CGMST)

The California General Mathematics Standards Test (CGMST) is given to any student in grade 8 or 9 who does not take one of the other mathematics standards tests. The CGMST is based on grade 6 and 7 state content standards. To adjust for the difference in grade-level standards, the API performance level weights for results from the CGMST were calculated by mapping grade 8 and 9 performance on the CGMST to the grade 7 CST Math performance levels. This was done by lowering the API credit by one performance level for a grade 8 student record and two performance levels for a grade 9 student record. This limits the top performance level weight of the grade 8 student record to 875 and of the grade 9 student record to 700. The chart on the following page illustrates the mapping.

California General Mathematics Standards Test 8th and 9th Grade Performance

Mapped to 7th Grade Performance Standards With Corresponding API Weights



Students without a CST Math score, grades 10–11

In order for the 2002 API Base to account for students who take no CST Math, a credit of 200 was assigned for the performance level weighting factor for any student record without a CST Math performance level in grades 10 and 11.

Percent of Pupils in Each Performance Level for CST Math

To determine the percentages of pupils in each performance level for the CST Math component of the API, the number of pupils in each performance level must be summed across all CST Math tests. The following chart illustrates how the sums and percentages are determined.

Example for a School, All Grades

How to Determine the Percent of Pupils in Each Performance Level for the California Standards Test in Mathematics

		Grade Level Tests, grades 2–7	General Math Test	Algebra I	Geometry	Algebra II	Integrated 1	Integrated 2	Integrated 3	High School Math Test	Untested, grades 10–11 ¹	Total CST MATH	
California Standards Test Performance Levels A		No. of Pupils in Each Level B	No. of Pupils in Each Level C	No. of Pupils in Each Level D	No. of Pupils in Each Level E	No. of Pupils in Each Level F	No. of Pupils in Each Level G	No. of Pupils in Each Level H	No. of Pupils in Each Level I	No. of Pupils in Each Level J	No. of Pupils in Each Level K	No. of Pupils in Each Level B+C+D+E+F+G+H+I+J+K	% of Pupils in Each Level
5	Advanced	22		20	11	6	5	6	2	3		75	11%
4	Proficient	34	16	49	22	13	7	10	7	4		162	24%
3	Basic	56	10	47	38	15	9	6	3	5		189	28%
2	Below Basic	44	14	39	17	14	5	4	2	4		143	22%
1	Far Below Basic	36	5	23	9	4	5	3	1	1		87	13%
1	Untested										9	9	1%
Total		192	45	178	97	52	31	29	15	17	9	665	100%

¹ A student in grade 10 or 11 is considered untested in CST MATH if the student's STAR Student Answer Document has no CST MATH performance level and the student record shows no parent waiver or Individualized Education Program (IEP) exemption for CST MATH.

Note: This example is for illustrative purposes only. For calculating the API, Total Percent of Pupils at Each Level needs to be determined separately for grades 2–6, 7–8, and 9–11.

California Standards Test in Social Science (CST SS)

In 2002 the STAR administered the CST SS in the following grades:

- Grade 9 (history-social science)
- Grade 10 (world history)
- Grade 11 (U.S. history)

In 2003, the STAR will drop both the Stanford 9 NRT social studies test as well as the grade 9 history standards test. At that time, a grade 8 cumulative history-social science standards test will be added to STAR. All students in the grades tested are required to participate in these assessments unless otherwise exempted.

To preserve the comparability of the 2002 Base API with the 2002–2003 Growth API, the 2002 Base API will exclude results from the Stanford 9 social science test for grades 9 through 11 and the CST SS for grade 9. Instead, the 2002 Base API will include the results from the 2002 CST SS in grades 10 and 11 only.

The CST SS results from both grades 10 and 11 will be aggregated into one high school history/social science indicator. The percentage of pupils scoring at a particular performance level will be calculated by dividing the number of pupils scoring at that performance level on the grade 10 or 11 test by the number of pupils taking either test.

California High School Exit Examination (CAHSEE)

The CAHSEE administration is in the process of being phased-in over several years. The following chart shows the testing phase-in by grade level.

Grade Level	Year			
	2001	2002	2003	2004
Grade 9	Optional	N/A	N/A	N/A
Grade 10	N/A	Non-passers	All students	All students
Grade 11	N/A	N/A	Non-passers	Non-passers
Grade 12	N/A	N/A	N/A	Non-passers

In 2001, CAHSEE administration was optional, and only students in grade 9 were tested. Thereafter, the test is no longer administered to students in grade 9. In 2002, the CAHSEE was administered to only students in grade 10 who did not take the test in 2001 or who took the test but did not pass one or both portions (English-Language Arts and Mathematics). Students retake only the portion of the test that they had previously failed. In 2003, the test will be administered to all students in grade 10 and to students in grade 11 who did not take the test in 2002 or who took the test but did not pass one or both portions. In 2004, the test will be administered to all students in grade 10 and to students in grade 11 and 12 who did not take the test or who took the test but did not pass one or both portions.

Two separate API indicators for CAHSEE

Performance on the English-Language Arts test and the Mathematics test of CAHSEE will be included in the API as two separate content area indicators.

Calculation of the API

Students who pass a portion of the CAHSEE will contribute a weighting factor of 1000 points to the API for each content area indicator passed (English-Language Arts or Mathematics), regardless of their grade level.

For the 2002 Base API, students in grade 10 who passed one or both content areas of the CAHSEE will contribute 1000 points to the API indicator calculation for each area passed. Each student in grade 10 who failed a content area of the test in 2002 will contribute a weighting factor of 200 points to the indicator calculation for that area failed. In addition, students who were in grade 9 in 2001 and who passed a content area of the test in 2001 will contribute a weighting factor of 1000 points for each area passed. The number of students in grade 9 who passed an area will be estimated by taking the grade 10 enrollment and subtracting the grade 10 test takers.

In future years all students who pass one or both content areas of the test will contribute 1000 points to the API indicator calculation for each content area passed. All students in grade 10 who fail the test will contribute a weighting factor of 200 points. Students in grade 11 or 12 who fail a portion will not contribute points to the indicator and will not be included in calculations for that indicator.

The CAHSEE indicator score for each content area (English-Language Arts and Mathematics) will be the arithmetic average of all of the contributions.

Elementary or middle schools with CAHSEE

Consistent with current API methodology, schools with grade configurations that include grade levels in both API grade configuration segments will receive an API that will be the average of the APIs for the grade configuration segments weighted by the number of pupils with valid scores in the segments. For example, for a school with grades 7 through 12, the API will be the weighted average of the APIs for grades 7 through 8 and for grades 9 through 12.

Inclusions/Exclusions

District Mobility Exclusion

For the 2002 Base API, test scores of pupils counted as part of a school district's enrollment in the October 2001 California Basic Educational Data System's (CBEDS) data collection and continuously enrolled during that school year will be included in the test results reported in the API. Test scores of pupils not included in the October CBEDS count or not continuously enrolled since that count will not be included.

Stanford 9

For the Stanford 9, the same basic inclusion/exclusion criteria that were used for the 2002 API Growth are used for the 2002 API Base. These criteria are provided in the *Explanatory Notes for the 2002 API Base* that can be found on the CDE API web site at <http://www.cde.ca.gov/psaa/api>. See also “Calculating the 2002 Base API” in this Guide.

Students Tested with Accommodations on CSTs

Results of students taking the California Standards Tests with accommodations will be included in the 2002 Base API. However, CST results from any student who is administered a test below his/her grade level will be counted as “Far Below Basic” for API purposes.

Students Tested with Accommodations/Modifications on CAHSEE

Results of students taking the CAHSEE with accommodations will be included in the 2002 Base API, but results of students taking the CAHSEE with modifications will not be included.

Continuing Processes and Criteria

Scale Calibration Factor (SCF)

Beginning with the 2001 API Base, a Scale Calibration Factor (SCF) was applied to the API in order to avoid fluctuations between the statewide average Growth and Base APIs based on the same year’s test results. The SCF continues for the 2002 API Base.

California Standards Test in English-Language Arts (CST ELA)

The CST ELA writing scores for grades 4 and 7 will be incorporated into the 2002 Base API. Writing scores are required from grade 4 or 7 students in order for a CST ELA performance level to be calculated. A student record must have a CST ELA performance level score for the CST ELA score to be included in the API.

Title 5 Regulations

The California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7, “Awards Programs Linked to the API,” adopted by the SBE in November 2001, remain unchanged. The regulations specify what constitutes a valid API and criteria for API awards programs. The regulations can be accessed on the Internet at <http://www.calregs.com>. A summary of the regulations is included in the 2001–2002 API Growth release assistance packets located on the CDE API web site at <http://www.cde.ca.gov/psaa/api/api0102/growth/astpk02g.htm>.

NCLB ACCOUNTABILITY UPDATE

The new *No Child Left Behind Act of 2001*, or NCLB, was signed by President Bush on January 8, 2002 and reauthorized the federal Elementary and Secondary Education Act (ESEA). NCLB made substantial changes to the 1994 version of ESEA. These changes have important implications for California's assessment and accountability programs. More information about NCLB is located on the federal web site at <http://www.nclb.gov> and on the California Department of Education (CDE) web site at <http://www.cde.ca.gov/pr/nclb/>. For more information about the accountability provisions under NCLB, contact CDE's Evaluation Unit in the Policy and Evaluation Division at (916) 319-0872.

SBE Actions January 2003: California's NCLB Accountability Proposal

California's accountability proposal for implementing NCLB requirements was submitted to the U.S. Department of Education (USDE) in January 2003. The proposal was developed based upon a series of action items adopted by the State Board of Education (SBE) on January 8, 2003. The SBE approved a statewide accountability proposal that all schools demonstrate Adequate Yearly Progress (AYP) so that all students in all schools perform at or above the "proficient" level in English-language arts and mathematics by 2014 as required by NCLB. The proposal addresses key NCLB requirements in three areas:

1. Description of a single statewide accountability system that applies to all public schools and includes all public school students

■ API and AYP as one system

- California will incorporate the AYP provisions of NCLB into the current statewide accountability system to make one cohesive system.
- The Academic Performance Index (API) will be maintained while adding the AYP requirements as another element of each school's accountability report. Annual API growth targets will continue to be calculated as five percent of the distance to the performance goal of 800. The API will function as an additional academic indicator under provisions of the NCLB.
- The AYP portion of a school's accountability report will provide the breakdown on the percent of students scoring "at proficient or above" in English-language arts and in mathematics for the school as a whole and for each numerically significant subgroup (see "Proposed AYP Reports" below).
- The API may be used in conjunction with AYP to prioritize interventions for Title I schools identified for special assistance.

■ Inclusion

- All schools and school districts will be subject to an annual AYP determination, even if they are not receiving Title I assistance. The state also will be subject to an AYP determination.
- Schools in the Alternative Schools Accountability Model (ASAM) will be treated in the same manner as all other public schools, even if their purpose is to serve students less than a full academic year. If they have a sufficient number of scores, ASAM schools will receive an API report and an AYP report.

■ Mobility

- If a student has been continuously enrolled in a school for a full year, the student will be counted at the school. If the student has attended more than one school within a district, but has been enrolled in the district for a full year, the student will be counted at the district. All students, even those who are not continuously enrolled in a district for a full year, will be counted at the state level.
- The SBE has adopted a change in the current state mobility definition for the API to conform to the new requirements of NCLB. This change must be enacted through state legislation. Pending state legislation, the change could be implemented with the 2003 Base API (reported in January 2004), since the 2003 STAR student answer document was modified to collect this information.

■ Subgroups

- NCLB requires AYP determinations for two student subgroups beyond those already specified in state law—students with disabilities and English learners. The SBE has adopted a policy to add these two subgroups to the API system as well. This change must be enacted through state legislation.
- Currently state law defines a numerically significant subgroup as one that is comprised of 100 students or 30 students who represent at least 15% of the student population. The SBE has adopted a policy to revise this definition to 100 students or 50 students who represent at least 15% of the students to be tested. This change must also be enacted through state legislation.

■ Graduation Rate

- NCLB requires that the state use the graduation rate as an additional indicator for high schools. Since California currently does not have a universal student information system, the SBE adopted a policy to use the combined pass rates on the California High School Exit Examination (CAHSEE) as a proxy for graduation rate until such time as an information system is fully implemented.

■ District AYP

- Under NCLB, school districts are also subject to annual AYP determination. The SBE has adopted a policy that the district report employ the same measures as the school report—the percent of students in the district at or above proficient in English-language arts and mathematics as well as a district

API. The same subgroup definition, as described above, will also be applied at the district level. All numerically significant subgroups will be subject to an AYP determination and will receive an API. Schools without a sufficient number of scores to determine AYP will be identified on the district AYP report. Districts will have the responsibility of establishing AYP for these schools. Scores from districts without a sufficient number of scores to determine a district AYP will be aggregated to the state level.

2. Definition of Adequate Yearly Progress (AYP) for schools, districts, and the state

■ Assessment instruments on which AYP is based

- For elementary and middle schools (grades 2 through 8), the California Standards Test in English-language arts and mathematics (CST ELA and CST Math) and the California Alternate Performance Assessment (CAPA) will serve as the assessment instruments on which AYP is based.
- For high schools (grades 9 through 12), results from the annual Grade 10 administration of the CAHSEE will be used to determine AYP. Results will be reported separately for English-language arts and mathematics.
- Scores from small schools (those with fewer students than required for a numerically significant subgroup) or schools without assessment results will be aggregated into the district accountability measure, which is required under NCLB.

■ “Proficient” level on standards tests

- For elementary and middle schools, the current proficient level on the CST ELA and CST Math will serve as the proficient level for NCLB.
- For high school, cut points will be established for the CAHSEE to generate a proportion of students at or above proficient. **This would not impact the CAHSEE passing score, which was set in a separate process.**

■ Starting point for reading/language arts and math separately, and for each required subgroup (based on 2001–2002 data)

- The CDE will establish starting points and annual targets as prescribed by NCLB, and results will be reported separately for English-language arts and mathematics.

■ Timeline, wherein annual measurable objectives and intermediate goals overall and by subgroup will be established

- The CDE will establish annual growth targets sufficient to meet the performance goal in the NCLB: all schools and school districts must have 100% of their students at or above the proficient level in English-language arts and mathematics by 2013–2014. These targets are applied not only to schools, school districts, and the state but also to numerically significant subgroups within those entities. All schools, districts, and subgroups will be subject to the same goals.

■ Participation rate calculation methodology

- NCLB requires that 95% of students take the assessments used to determine AYP. This participation rate applies to all schools and all subgroups, across each content area. Currently under the PSAA, California has set a 95% participation for awards eligibility for elementary and middle schools and a 90% rate for high schools. The SBE has adopted policy to increase the participation rate for high schools from 90% to 95% for API awards eligibility and approved the calculation of the 95% participation rate for each numerically significant subgroup for AYP.

3. Description of how the state will make annual decisions about the progress of all public schools, Title I schools in particular**■ Annual API and AYP reports**

- The CDE will post annual API and AYP reports on the CDE web site. The AYP reports will indicate whether or not a school or district has met its AYP targets (see also “Proposed AYP Reporting Cycles” and “API and AYP Timeline”).

Process for Proposal Adoption

California’s accountability proposal is currently undergoing a “peer” review process at the USDE. The review process, including a site visit, will evaluate the proposal in order to determine the progress of the state in implementing the critical accountability elements of NCLB. The evaluation will relate particularly to whether the policies that the SBE has adopted comply with federal AYP requirements. After this review, the USDE may require changes in California’s accountability proposal. Final federal approval of California’s plan is expected to occur by May 1, 2003. State legislation will also be required.

Proposed AYP Reports

AYP reports will be provided for (1) schools with grades 2 through 8, (2) schools with grades 9 through 11, (3) districts with grades 2 through 8, and (4) districts with grades 9 through 11. In May 2003, the CDE is planning to post AYP 2002 baseline data and AYP targets for 2003 through 2014 for schools and school districts. In August 2003, the CDE plans to post AYP reports for 2003 that will include whether schools and districts met 2003 AYP targets.

ACCOUNTABILITY REPORTING

Current: API Reporting Cycles

The Public Schools Accountability Act (PSAA) of 1999 requires that growth in the Academic Performance Index (API) be measured and reported annually. An API reporting cycle consists of two components: (1) base information and (2) growth information. In an API reporting cycle, an API Base is compared with the corresponding API Growth in order to determine a growth score for a school. Generally, the base reports are provided in January or February of each year, reporting the previous calendar year's spring test results. The initial growth reports are provided each fall, reporting the current calendar year's spring test results. Final growth reports are provided in December.

Proposed: AYP Reporting Cycles

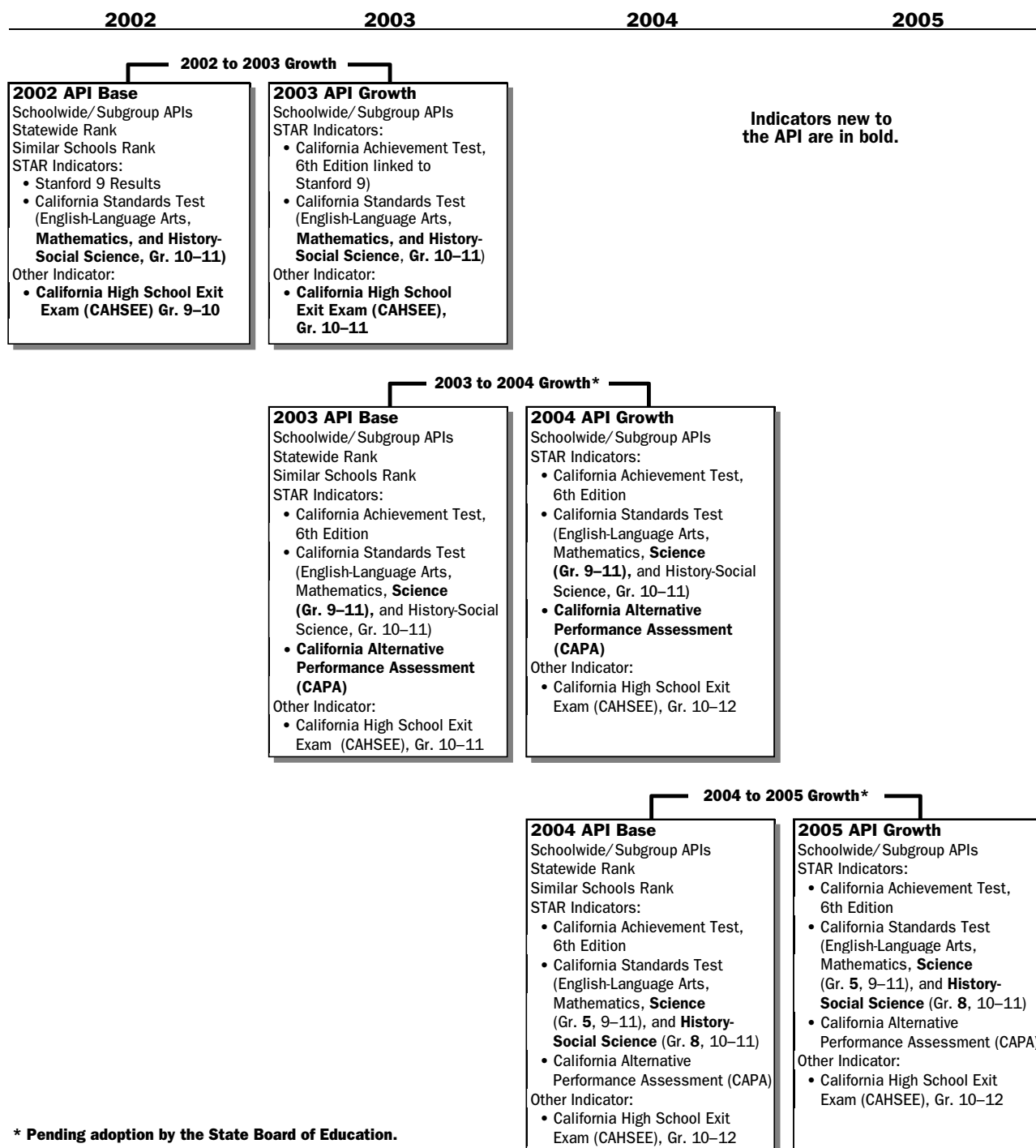
California's proposal for meeting federal No Child Left Behind Act of 2001 (NCLB) requirements would expand the API reports to include Adequate Yearly Progress (AYP) information. In order to be consistent with NCLB requirements, AYP report information must be provided for schools and for districts and include AYP annual targets, participation rate, percent of students scoring "at proficient or above," and whether the school or district met AYP targets. This information reflects performance status (rather than growth information).

Because California's proposal suggests that AYP reports become integrated with the API reports, information about AYP results is scheduled to be provided in conjunction with API growth information, once first year AYP baseline information for 2002 and AYP targets are reported.

For 2002 data, an AYP baseline report indicating number and percent of students "at proficient or above" in English-language arts and mathematics will be provided in May 2003, along with targets for 2003 through 2014. In August 2003, the 2003 AYP report will be provided, indicating the percent of students "at proficient or above" for 2003 and whether 2003 AYP targets were met. A final 2003 AYP results report will be provided in December 2003, including the revised results of schools and districts that corrected demographic data. Thereafter, annual AYP results reports will be provided in August and December (in conjunction with API Growth reports).

CURRENT: API REPORTING CYCLES

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided each January or February and the growth reports are provided each fall.



* Pending adoption by the State Board of Education.

PROPOSED: AYP REPORTING CYCLES

Adequate Yearly Progress (AYP) reports, once implemented, will become integrated with the Academic Performance Index (API) reporting cycles. The first year of AYP reporting, however, will be somewhat different. For 2002, the AYP baseline report indicating number and percent of students “at proficient or above” in English-language arts and mathematics will be provided in May 2003 along with targets for 2003 through 2014. In August and December of 2003, the 2003 AYP results report will be provided indicating whether 2003 AYP targets were met. Thereafter, annual AYP results reports will be provided in August and December (in conjunction with API Growth reports).

2003		2004	2005
<p>May</p> <p>2002 Baseline Districtwide/ Subgroup Schoolwide/ Subgroup STAR Indicators: • California Standards Test (English-Language Arts and Mathematics Gr. 2–8) Other Indicator: • California High School Exit Exam (CAHSEE) Gr. 10 2003–2014 Targets</p>		<p>August/December</p> <p>2003 Results Districtwide/ Subgroup Schoolwide/ Subgroup STAR Indicators: • California Standards Test (English-Language Arts and Mathematics Gr. 2–8) • California Alternate Performance Assessment (CAPA), Gr. 2–8 Other Indicator: • California High School Exit Exam (CAHSEE), Gr. 10</p>	<p>August/December</p> <p>2004 Results Schoolwide/ Subgroup Districtwide/ Subgroup STAR Indicators: • California Standards Test (English-Language Arts, Mathematics, Gr. 2–8) • California Alternate Performance Assessment (CAPA), Gr. 2–8 Other Indicator: • California High School Exit Exam (CAHSEE), Gr. 10</p>
			<p>August/December</p> <p>2005 Results Schoolwide/ Subgroup APIs Districtwide/ Subgroup STAR Indicators: • California Standards Test (English-Language Arts, Mathematics, Gr. 2–8) • California Alternate Performance Assessment (CAPA), Gr. 2–8 Other Indicator: • California High School Exit Exam (CAHSEE), Gr. 10</p>

ACCOUNTABILITY SYSTEM

Current: Main API System and Alternative Accountability System

The Public Schools Accountability Act (PSAA) of 1999 requires the establishment of an Academic Performance Index (API) to measure school performance and growth for traditional public schools. It also requires the development of an Alternative Accountability System for schools that serve a non-traditional student population.

The Alternative Accountability System currently encompasses two models: the Alternative Schools Accountability Model (ASAM) and the Special Education Schools and Centers Model. The ASAM includes alternative schools that, for purposes of the Alternative Accountability System, are defined as schools that serve a majority of students who are at high-risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts. ASAM schools may opt to be held accountable under the “main” API system. The Special Education Schools and Centers Model includes schools that primarily serve students with communicative, physical, learning, or emotional disabilities.

The “main” API system and Alternative Accountability System have similar indicators and function together under PSAA requirements, holding all schools accountable.

Proposed: API and AYP as One Accountability System

California’s proposal for meeting federal No Child Left Behind Act of 2001 (NCLB) requirements would report Adequate Yearly Progress (AYP) information for all schools and districts, whether or not a school is registered in the Alternative Accountability System. For AYP reporting, student performance results for ASAM schools and Special Education Schools and Centers would be reported in the same manner and using the same indicators as for all schools. Statewide AYP information would also be reported as required.

CURRENT: MAIN API SYSTEM AND ALTERNATIVE ACCOUNTABILITY SYSTEM

Main API System

Alternative Accountability System

School Participation

- Traditional elementary, middle, and high schools with 100 or more valid Standardized Testing and Reporting (STAR) scores, including charter schools

- Schools in the Alternative Schools Accountability Model (ASAM) that opt into main API system for a three-year period, including charter schools

Both traditional and these ASAM schools are held accountable through API results:

- Schoolwide API
- Subgroup APIs
- Ranks
- Growth targets
- Growth

- Small schools with 11–99 valid STAR scores, including charter schools

These schools are held accountable through API results:

- Schoolwide API with an asterisk “*”
- Subgroup APIs
- Statewide rank with an asterisk “*”
- Growth targets
- Growth

- Very small schools are defined as
 - Schools with less than 11 valid STAR scores

These schools will be held accountable through API district results, pending legislation.

- Alternative Schools Accountability Model (ASAM):
 - Qualifying “Alternative” schools serving a majority of high-risk students are defined as
 - Schools, including charter schools, that primarily serve highly mobile students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts

These schools are held accountable through collection and reporting of data on State Board of Education approved indicators, results of the Standardized Testing and Reporting (STAR) program (norm-referenced test and California Standards Tests), and the California High School Exit Examination (CAHSEE).

- Schools in the Special Education Schools and Centers Model:
 - Schools that primarily serve students with communicative, physical, learning, or emotional disabilities

These schools are held accountable through the Quality Assurance Process, the annual Individualized Education Program (IEP), and the three-year re-evaluation process.

Awards and Interventions Programs

- Schools in the main API system are eligible for API-based awards and interventions programs
- No awards or interventions are available at this time for schools in the Alternative Accountability System

CDE Contacts

- Main API System administered through the Policy and Evaluation Division:
 - API calculation—Educational Planning and Information Center (EPIC) at (916) 319-0863
- Alternative Accountability System administered through the Education Support System Division:
 - Educational Options Office at (916) 322-5012

(Also see “PSAA Reference Guide to the Internet and CDE Contacts”)

PROPOSED: API AND AYP AS ONE ACCOUNTABILITY SYSTEM

API Reports*

AYP Reports**

School Participation

This encompasses elementary, middle, and high schools and subgroups with 50 or more valid Standardized Testing and Reporting (STAR) scores, including charter schools, schools in the Alternative Schools Accountability Model (ASAM), and Special Education Schools and Centers. Schools or subgroups with less than 50 valid STAR scores are counted in the District Participation.

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Schools are held accountable through API results: <ul style="list-style-type: none"> • Schoolwide API • Subgroup APIs • Ranks • Growth Targets • Growth | <ul style="list-style-type: none"> ■ Schools are held accountable through AYP results <ul style="list-style-type: none"> • Schoolwide AYP • School Subgroup AYP |
|---|---|

District Participation

This encompasses school districts and subgroups with 50 or more valid Standardized Testing and Reporting (STAR) scores. Schools without a sufficient number of scores to determine AYP will be identified on the district AYP report. Districts will have the responsibility of establishing AYP for these schools.

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|--|--|
| <ul style="list-style-type: none"> ■ District API results: <ul style="list-style-type: none"> • Districtwide API • Subgroup APIs | <ul style="list-style-type: none"> ■ Districts are held accountable through AYP results: <ul style="list-style-type: none"> • Districtwide AYP • District Subgroup AYP |
|--|--|

State Participation

This encompasses aggregate state and subgroup reports.

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Statewide API results: <ul style="list-style-type: none"> • Median API • Median Subgroup APIs | <ul style="list-style-type: none"> ■ States are held accountable through AYP results: <ul style="list-style-type: none"> • Statewide AYP • State Subgroup AYP |
|--|---|

Awards and Interventions Programs

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ Governor's Performance Awards ■ Immediate Interventions/Underperforming Schools Program (II/USP) ■ High Priority Schools Grant Program (HPSG) ■ Certificated Staff Performance Incentive Act | <ul style="list-style-type: none"> ■ Program Improvement ■ API may be used in conjunction with AYP to prioritize interventions for Title I schools identified for special assistance |
|---|--|

* Pending state legislation enactment

** Pending U.S. Department of Education approval

API AND AYP REPORTS TIMELINE

	API	AYP
February 2003	<ul style="list-style-type: none"> Academic Performance Index (API) Reports for 2002 API Base posted on the CDE API web site at http://api.cde.ca.gov. These reports include API Base, growth targets, subgroup data, and statewide and similar schools ranks. Content areas include all areas of the Stanford 9; the California Standards Test in English-language arts, mathematics, and history-social science; and the California High School Exit Exam (CAHSEE). 	
May 2003		<ul style="list-style-type: none"> Adequate Yearly Progress (AYP) baseline reports for 2002 posted on the CDE API web site at http://api.cde.ca.gov. These reports will include 2002 baseline data and AYP targets for 2003 through 2014 for districts and schools, including subgroup information. Content areas include English-language arts and mathematics as separate indicators.
August 2003	<ul style="list-style-type: none"> Results of the Standardized Testing and Reporting (STAR), including the results of the California Alternate Performance Assessment (CAPA), posted on the CDE STAR web site at http://star.cde.ca.gov. Results of the CAHSEE posted on the CDE CAHSEE web site at http://cahsee.cde.ca.gov. Districts begin reviewing results and correcting demographic data errors, if necessary. 	<ul style="list-style-type: none"> 2003 AYP Results Reports posted on the CDE web site. These reports will include percent of students “at proficient or above” and participation rates for districts, schools, and subgroups as well as whether districts and schools met AYP targets. These reports will not include results of schools correcting 2003 STAR, CAPA, or CAHSEE demographic data.

	API	AYP
October 2003	<ul style="list-style-type: none"> • 2002–2003 API Growth Reports posted on the CDE API web site. These reports will include growth targets achieved/not achieved, subgroup data, and awards eligibility. These reports will not include results of schools correcting 2003 STAR, CAPA, or CAHSEE demographic data. 	
December 2003	<ul style="list-style-type: none"> • Final 2002–2003 API Growth Reports posted on the CDE API web site. <p>These API and AYP reports will include results of schools that corrected their 2003 STAR, CAPA, or CAHSEE demographic data.</p>	<ul style="list-style-type: none"> • Final 2003 AYP Results Reports posted on the CDE API web site.
January/ February 2004	<ul style="list-style-type: none"> • 2003 API Base Reports posted on the CDE API web site. 	
August 2004		<ul style="list-style-type: none"> • 2004 AYP Results Reports posted on the CDE API web site. Districts review demographic data.
October 2004	<ul style="list-style-type: none"> • 2003–2004 API Growth Reports posted on the CDE API web site. These reports will not include results of schools correcting demographic data. 	
December 2004	<ul style="list-style-type: none"> • Final 2003–2004 API Growth Reports posted on the CDE API web site. <p>These API and AYP reports will include results of districts and schools that corrected their 2004 STAR, CAPA, or CAHSEE demographic data.</p>	<ul style="list-style-type: none"> • Final 2004 AYP Results Reports posted on the CDE API web site.

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

The Public Schools Accountability Act (PSAA), signed into law in 1999, authorized the creation of an educational accountability system for California public schools. The primary goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time
- **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement
- **Governor's Performance Award (GPA) program** – rewards schools that show improvement based on the API

The PSAA also requires the development and implementation of an Alternative Accountability System for schools that serve a non-traditional student population.

This document provides information about the 2002 Base API and California's proposal to meet federal No Child Left Behind (NCLB) requirements. Recent information concerning the II/USP, GPA, other API-related interventions and awards programs, and the Alternative Accountability System is included in assistance packets provided for the 2001–2002 API Growth release. These growth release assistance packets can be obtained on the CDE API web site at <http://www.cde.ca.gov/psaa/api/api0102/growth/astpk02g.htm>. In addition, a list of California Department of Education (CDE) contact offices and web sites for these programs is provided at the end of this document (see "PSAA Reference Guide to the Internet and CDE Contacts").

Answers to frequently-asked questions about the 2002 API Base follow. The first section provides answers to general API questions. The second section provides answers to new questions specific to the 2002 API Base.

General API Questions

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California's accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward (or past) that goal.

What is the API reporting cycle?

An API reporting cycle consists of two components: (1) base information and (2) growth information (see "API Reporting Cycles"). In a reporting cycle, an API Base is compared with a corresponding API Growth in order to determine a growth score for a school. Generally, base reports are provided in January or February of each year, and the growth reports are provided each fall.

What is included in the 2002–2003 API reporting cycle?

The 2002–2003 API reporting cycle consists of the following information:

- **2002 API Base reports** (reported in February 2003)
 - 2002 API Base—calculated from 2002 results of the Standardized Testing and Reporting (STAR) program and the California High School Exit Examination (CAHSEE)
 - State and similar schools decile ranks
 - School and subgroup growth targets

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

- **2002–2003 API Growth reports** (reported in October and December 2003)
 - 2003 API Growth—calculated from 2003 STAR and CAHSEE results
 - 2002 to 2003 API growth
 - Whether or not the school met its growth targets and is eligible for GPA

The API Growth is calculated in exactly the same fashion with the same indicators and weights as the API Base. Schools that correct API demographic data will receive their growth reports in December.

What indicators are included in the 2002–2003 API reporting cycle?

The 2002 API Base includes the following assessments:

- Standardized Testing and Reporting (STAR) program:
 - Norm-referenced test (NRT) Stanford 9, all content areas
 - California Standards Tests in English-Language Arts (CST ELA), including the writing assessment at grades 4 and 7
 - California Standards Test in Mathematics (CST Math)
 - California Standards Test in Social Science (CST SS), grades 10–11
- California High School Exit Examination (CAHSEE), grades 9 and 10 (in 2003, grades 10 and 11; in 2004, grades 10, 11, and 12)

The 2003 API Growth will include these same assessments with the exception of the Stanford 9. From 1998 to 2002, the Stanford 9 has been the norm-referenced test (NRT) for STAR. Beginning in 2003, the California Achievement Test, 6th Edition (CAT/6) will replace the Stanford 9. In order to ensure the comparability of the APIs for the 2002–2003 API cycle, a “linked” version of the CAT/6 will be used as the NRT in the 2003 API Growth.

What does the 2002 API Base Report specifically include for each school?

The 2002 API Base Report for each school includes:

- number of students included in the 2002 API (Base)
- school’s 2002 API (Base) (scale 200 to 1000)
- 2002 statewide rank
- 2002 similar schools rank
- 2002–2003 growth target
- 2003 API target (2002 API Base plus target)
- school demographic characteristics
- subgroup information

Small schools having between 11 and 99 valid STAR test scores receive an API with an asterisk (*) to designate the greater statistical uncertainty of an API based upon fewer than 100 valid scores.

When will the 2002 API Base Reports be available?

Public reporting of the 2002 API Base results is scheduled to be posted on the California Department of Education (CDE) Web site on February 20, 2003 at <http://api.cde.ca.gov>.

Is the “Number of Students Included in the 2002 API (Base)” the same as the “number of valid STAR test scores”?

Yes. The “Number of Students Included in the 2002 API (Base)” is the same as the “number of valid STAR test scores.” This number is used to determine whether a school is small (i.e., 11 to 99 valid test scores) or very small (i.e., less than 11 valid test scores). It is also used to determine whether a subgroup is numerically significant. Due to changes in the definition of student mobility and the tests included in the API, many schools will not have the same number of valid scores on the 2002 API Base as the 2002 API Growth.

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

What is meant by a school's "growth targets"?

Growth targets include:

- **Schoolwide growth target** – the amount of improvement a school is expected to make beyond its API base score in a year. A school meets its 2002–2003 schoolwide target if (1) it meets or exceeds 5% of the distance between its 2002 API Base score and the interim statewide performance of 800, or (2) its 2003 API Growth score is at or above 800.
- **Comparable improvement target** – the amount of growth each numerically significant subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 2002–2003 subgroup target if it meets or exceeds 80% of the school's 2002–2003 growth target. For exact calculation of growth targets, refer to the *Explanatory Notes for the 2002 Academic Performance Index Base Report* located on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

How is a school's 2002–2003 API "growth" calculated?

The 2002–2003 growth for a school is determined by subtracting its 2002 API Base from its 2003 API Growth. For each numerically significant subgroup in the school, the 2002 API Base for the subgroup is subtracted from its 2003 API Growth.

What is meant by a "numerically significant student subgroup"?

To be considered numerically significant, a subgroup must:

- have at least 30 students, with valid STAR scores, who make up at least 15 percent of the school's valid STAR scores, **or**
- have at least 100 students with valid STAR scores.

This definition may change in the future.

What are categories for the numerically significant subgroups?

Subgroup APIs are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged

Additional subgroups may be added in the future.

What is meant by "socioeconomically disadvantaged"?

A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program (NSLP).

Are English learners considered a subgroup for API calculations?

English learners (formerly called limited-English proficient students) are **not** currently considered a subgroup for API calculations. They may be added in the future.

Are there district APIs and 2002 to 2003 growth scores?

No. School districts currently do **not** receive APIs or growth scores. APIs are calculated at the school level only. This may change in the future.

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

How are the school's growth targets and growth used?

Generally, if a school meets participation and growth awards criteria, it may be eligible to receive monetary awards through the Governor's Performance Award or Certificated Staff Performance Incentive Act award programs if funding is available. If a school does not meet or exceed its growth targets and is in deciles 1 to 5 on the 2002 API Base, it may be identified for participation in the Immediate Intervention/Underperforming Schools Program (II/USP) and/or High Priority Schools Grant Program. Currently, no funding is appropriated in the state budget for awards.

What is the SCF?

The Scale Calibration Factor (SCF) provides a positive or negative adjustment to a school's base year API score each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. Simply put, the calculation of the SCF for the 2002–2003 API reporting cycle is the difference between the statewide average 2002 API Growth and the statewide average 2002 API Base. SCFs are calculated separately for elementary schools (grades 2–6), middle schools (grades 7–8), and high schools (grades 9–11).

What is the SCF for subgroups?

The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

New Questions Specific to the 2002 API Base

What are the new indicators for the 2002 API Base?

New indicators used in the calculations for the 2002 API Base include:

- Standardized Testing and Reporting (STAR) program:
 - California Standards Test in Mathematics (CST Math)

- California Standards Test in Social Science (CST SS)—grades 10 and 11
- California High School Exit Examination (CAHSEE)—grades 9 and 10 (in 2003, grades 10 and 11; in 2004, grades 10, 11, and 12)

Results of the Stanford 9 and the California Standards Test in English-Language Arts (CST ELA) were used in calculating the API in the previous API reporting cycle.

How will the new indicators impact a school's 2002 API Base compared to its 2002 API Growth?

The introduction of new indicators into the 2002 API Base resulted in a revision in indicator weights for the API. The 2002 API Base includes a greater emphasis on CST and CAHSEE results and less emphasis on norm-referenced test (NRT) results. A school's API, therefore, is likely to change positively or negatively according to its levels of performance on the newly-added CSTs and, for high schools, on the CAHSEE. If the school scored better overall on the CSTs and/or CAHSEE than on the NRT, then the 2002 API Base would be likely to increase compared to its 2002 API Growth.

In addition, change in a school's API from the 2002 Growth to the 2002 Base may also be attributed to the revised mobility definition for the API, required by Senate Bill 1310 (Chapter 1035 of 2002). The new mobility rule includes in the API the test scores of students who were continuously enrolled in the district since the October 2001 CBEDS data collection rather than including the scores of students continuously enrolled for the full 2001–2002 school year, as was the requirement for the 2002 API Growth. This change in mobility inclusion/exclusions may increase the number of student scores in a school's API, and this may have an effect on its 2002 API Base compared to its 2002 API Growth.

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

What are the new indicator weights for the 2002 API Base?

For grades 2 through 8, the Stanford 9 norm-referenced test (NRT) received 20 percent of the weight in the API, and the California Standards Test (CST) received 80 percent of the weight. For grades 9 through 12, the Stanford 9 NRT received 12 percent of the weight in the API, the CST 73 percent of the weight, and the California High School Exit Examination (CAHSEE) 15 percent of the weight. (See “API Indicator Weights” for more details.)

Why did the API indicator weights change?

The 2002 API Base indicator weights changed because new indicators were added to the API. In addition, the weight of the NRT in the API was reduced because the NRT will change between the 2002 API Base and 2003 API Growth.

What norm-referenced test (NRT) will be used for calculating the 2003 API Growth?

The Stanford 9 NRT (used in 2002 API Base calculations) will be replaced by the California Achievement Test, 6th Edition (CAT/6) (to be used in 2003 API Growth calculations).

Will the indicator weights be the same for the 2003 API Growth, even though the CAT/6 will be used instead of the Stanford 9?

Yes, the indicator weights for the 2002 API Base and the 2003 API Growth will be the same.

What is being done to minimize the effect of changing from the Stanford 9 to the CAT/6?

The test publisher is conducting a “linking” between the two tests, using the CSTs as the basis for the linking. In addition, indicator weights for the NRT for the 2002–2003 API cycle were reduced to accommodate the change from the Stanford 9 to the CAT/6.

What has happened to the API awards programs?

Due to budget constraints, the Governor’s Performance Award (GPA) program funding for eligible schools based on 2001–2002 API Growth was not appropriated in the 2002–2003 state budget. Although funding may be appropriated at some time in the future, it does not appear likely at this time. More information about API awards programs can be found in the 2001–2002 API Growth release assistance packets located on the CDE API web site at <http://www.cde.ca.gov/psaa/api/api0102/growth/astpk02g.htm>. In addition, a list of California Department of Education (CDE) contact offices and web sites for these programs is provided at the end of this document (see “PSAA Reference Guide to the Internet and CDE Contacts”).

When will the CAPA be added to the API?

The California Alternate Performance Assessment (CAPA) is scheduled to be added to the 2003 API Base that will be reported in January or February 2004.

What are the inclusion/exclusion rules for the 2002 API Base?

For the Stanford 9, the same basic inclusion/exclusion criteria that were used for the 2002 API Growth are used for the 2002 API Base. These criteria are provided in the *Explanatory Notes for the 2002 API Base* which can be found on the CDE API web site at <http://www.cde.ca.gov/psaa/api/>. See also “Calculating the 2002 Base API” in this Guide.

For the CSTs, the same basic inclusion/exclusion criteria that were used for the 2002 API Growth are used for the 2002 API Base. For the 2002 API Base, CST ELA, CST Math, and CST SS results are included in the API regardless of whether the student took the test with accommodations. Results of students taking the CSTs below level are included in the 2002 API Base, but will be assigned a weight of 200 for the API calculation. In addition, a student record in grade 10 or 11 with no CST Math score will be assigned a credit of 200 for API calculations.

2002 ACADEMIC PERFORMANCE INDEX (API) BASE

Questions and Answers

For the CAHSEE, results of students taking the test with accommodations will be included in the 2002 API Base, but results of students taking the CAHSEE with modifications will not be included. Grade 10 students not taking the CAHSEE will be assumed to have passed in the prior year as a 9th grader.

For all of the tests, results are excluded from the 2002 API Base if the student was not continuously enrolled in the district since the fall 2001 CBEDS data collection.

For the 2003 API Base, inclusion/exclusion criteria have yet to be finalized. An accommodations/modifications matrix for state assessments is provided at <http://www.cde.ca.gov/statetests/accommodmatrix.pdf>. **This matrix applies to the 2003 API Base and not to the 2002 API Base.**

Are students with disabilities a subgroup in the 2002 API Base?

No. Students with disabilities currently are not defined as a numerically significant subgroup for the 2002 API Base. This may change in the future.

What is NCLB, and how does it impact the API?

In January 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in K–12 education by asking schools, districts, and states to describe their success in terms of “Adequate Yearly Progress” based upon student performance. The act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to

work. More information about NCLB is located on the federal web site at <http://www.nclb.gov> and on the California Department of Education (CDE) web site at <http://www.cde.ca.gov/pr/nclb/>. For more information on the accountability provisions under NCLB, contact CDE's Evaluation Unit in the Policy and Evaluation Division at (916) 319-0872.

Will the API change as a result of NCLB?

California's proposal to meet NCLB requirements has implications for the state's accountability system and the API (see “NCLB Accountability Update”). It is anticipated that state legislation will be pursued to align several API provisions with NCLB requirements. Some areas of the proposal, once approved by the U.S. Department of Education, may affect the 2002 API Base, pending possible changes to California's law and regulations pertaining to the API. In order to maintain compliance with current state legal requirements, however, the CDE is posting on the API web site the 2002 API Base reports as currently defined in legislation and regulations. Once federal approval and state legislation are in place, adjustments in reports will be made as necessary.

Will there be two school reports, one for API and one for NCLB?

California's proposal for meeting NCLB requirements recommends that NCLB reports become integrated with API reports. NCLB results are scheduled to be reported in conjunction with API growth information, once first year NCLB baseline information and targets are reported. (See also “Accountability Reporting” and “API and AYP Reports Timeline.”)

When do the new NCLB rules take effect?

It is anticipated that California's proposal to meet NCLB requirements will be finalized by May 1, 2003.

Information about the PSAA, the API, and API growth can be found on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

CALCULATING THE 2002 BASE API

2002 Base API: Elementary School (Grades 2–6)

The 2002 Academic Performance Index (API) Base for an elementary school (grades 2–6) is derived from three sources of the school's 2002 Standardized Testing and Reporting (STAR) results: Stanford 9 scores in reading, language, spelling, and mathematics, California Standards Test in English-Language Arts (CST ELA) scores, and California Standards Test in Mathematics (CST Math) scores. Schools must have valid STAR test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

Stanford 9 Inclusion/Exclusion Rules

1. The Stanford 9 portion of a pupil record was excluded if the test administration accommodation for the pupil was more than one grade out of level (e.g., a sixth grader tested lower than 5th grade or higher than 7th grade).
2. The Stanford 9 portion of a pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for all Stanford 9 content areas:
 - Presentation**
 - Braille
 - Directions translated
 - Other
 - Response**
 - Marked answers in test booklet
 - Scribe marked answer document
 - Other
 - Timing/Scheduling**
 - Additional time
 - Additional breaks
 - Other
 - Use of Aids**
 - Bilingual dictionary
 - Other
3. A particular content area of a Stanford 9 record was excluded if the percentile rank for that content area was not between 1 and 99.

4. A particular content area of a Stanford 9 pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for that Stanford 9 content area:

Presentation

- Questions read aloud or signed
- Directions translated
- Other

Response

- Marked answers in test booklet
- Scribe marked answer document
- Other

Timing/Scheduling

- Additional time
- Additional breaks
- Other

Use of Aids

- Bilingual dictionary
- Other

The Math content area of a Stanford 9 pupil record was excluded if “Calculator/Math Tables” was an accommodation marked “yes” for Stanford 9 Math.

California Standards Test Inclusion/Exclusion Rules

Results from the CST ELA and CST Math were included in the API regardless of accommodations. CST results from any student who took the CST “below level” were counted as “Far Below Basic” for API purposes.

Mobility Exclusion Rules

In order to comply with the provisions of the PSAA regarding student mobility, the Stanford 9, CST ELA, and CST Math results were excluded from the API if the pupil was not continuously enrolled since the fall 2001 California Basic Educational Data System (CBEDS) data collection, as indicated on the STAR student answer document.

Stanford 9 Results

- Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a particular content area, in this case for reading. In this example, 13% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in reading.
- Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 130.

		Reading	
A		C	D
Performance Levels		Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	13%	130.00
4	60-79th NPR	20%	175.00
3	40-59th NPR	29%	203.00
2	20-39th NPR	20%	100.00
1	1-19th NPR	18%	36.00

- a Indicator Score
b Indicator Weight
c Total Weighted Score for Indicator

a	644.00
b	6%
c	38.64

NPR = National Percentile Rank

- Step 3:** Repeat Steps 1 through 2 for each remaining content area.

		Language		Spelling		Mathematics	
A		E	F	G	H	K	L
Performance Levels		Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Weighted Score in Each Band	Weighted Score in Each Band (B x G)	Weighted Score in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	14%	28.00	13%	26.00	13%	26.00

a Indicator Score	678.00		656.25		712.50
b Indicator Weight	3%		3%		8%
c Total Weighted Score for Indicator	20.34	+	19.69	+	57.00

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score. In this example for reading, the total Indicator Score is 644.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ($a \times b = c$). In this example for reading, the Total Weighted Score for the Indicator is 38.64.

			Reading	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band ($B \times C$)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

Indicator Score
Indicator Weight
Total Weighted Score for Indicator

a	644.00
x	6%
b	
=	38.64
c	

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band ($B \times C$)	Percent of Pupils in Each Band	Weighted Score in Each Band ($B \times E$)	Weighted Score in Each Band	Weighted Score in Each Band ($B \times G$)	Weighted Score in Each Band	Weighted Score in Each Band ($B \times K$)
13%	130.00	17%	170.00	12%	120.00	19%	190.00
20%	175.00	20%	175.00	19%	166.25	30%	262.50
29%	203.00	30%	210.00	32%	224.00	22%	154.00
20%	100.00	19%	95.00	24%	120.00	16%	80.00
18%	36.00	14%	28.00	13%	26.00	13%	26.00

a	644.00		678.00		656.25		712.50
x	6%		3%		3%		8%
b							
=	38.64	+	20.34	+	19.69	+	57.00
c							

California Standards Test Results

- **Step 7:** For the California Standards Test (CST) results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels. In this example for CST ELA, 8% of the school's pupils score in the Advanced performance level.

			English Language Arts	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	8%	80.00
4	Proficient	875	23%	201.25
3	Basic	700	35%	245.00
2	Below Basic	500	21%	105.00
1	Far Below Basic	200	13%	26.00

a	Indicator Score	657.25
b	Indicator Weight	48%
c	Total Weighted Score for Indicator	315.48

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level. In this example, the Weighted Score for pupils scoring in the Advanced level is 80.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score. In this example, the Indicator Score is 657.25.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ($a \times b = c$). In this example, the Total Weighted Score for Indicator for the CST ELA is 315.48.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics

Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the elementary school type (grades 2–6) determined by the California Department of Education for the 2002 API Base. The SCF used in this example is for illustrative purposes only.

2002 API Growth
Scale Calibration Factor (SCF)
Grades 2–6
+1.64

Sum to Obtain 2002 API Base

- Step 13:** Sum the Total Weighted Scores for indicators and the SCF. The sum will be the 2002 API Base for the school.

California Standards Test									
			English Language Arts		Mathematics				
A		B	C	D	E	F			
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)			
5	Advanced	1000	8%	80.00	9%	90.00			
4	Proficient	875	23%	201.25	22%	192.50			
3	Basic	700	35%	245.00	33%	231.00			
2	Below Basic	500	21%	105.00	22%	110.00			
1	Far Below Basic	200	13%	26.00	14%	28.00			
a Indicator Score			a	657.25	b	651.50			
b Indicator Weight			b	48%	c	32%			
c Total Weighted Score for Indicator			c	315.48	+	208.48	+		

Stanford 9											
English-Language Arts (ELA)											
			Reading		Language		Spelling		Mathematics		
A		B	C	D	E	F	G	H	K	L	
Performance Levels		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)	
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00	
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50	
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00	
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00	
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00	
a Indicator Score			a	644.00	b	678.00	c	656.25	d	712.50	
b Indicator Weight			b	6%	c	3%	d	3%	e	8%	
c Total Weighted Score for Indicator			c	38.64	+	20.34	+	19.69	+	57.00	
										+ 1.64 =	2002 API Base
										1.64	661

Additional Calculation Rules:

- The API is the sum of the Indicator Scores and SCF rounded to the nearest whole number.
- The API for schools with grade configurations that include both grades 6 and 7 or 8 and 9 is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a K–8 school, the API is the weighted average of the APIs for grades 2–6 and grades 7–8.

Example: 2002 API Base for an Elementary School (Grades 2-6)

California Standards Test

English Language Arts				Mathematics			
A		B		C		D	
Performance Levels		Weighting Factors		Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)	
5	Advanced	1000		8%		80.00	
4	Proficient	875		23%		201.25	
3	Basic	700		35%		245.00	
2	Below Basic	500		21%		105.00	
1	Far Below Basic	200		13%		26.00	
a Indicator Score				a 657.25			
b Indicator Weight				b 48%			
c Total Weighted Score for Indicator				c 315.48			
				+			
				208.48			
				651.50			
				32%			
				208.48			
				+			
				208.48			

Content area weights Calif. Standards Test CST	ELA	Math
	48%	32%
Content area weights Stanford 9 NRT	12%	8%
Portion of API	60%	40%

Stanford 9

English-Language Arts (ELA)

A		B	
Performance Levels		Weighting Factors	
5	80-99th NPR	1000	
4	60-79th NPR	875	
3	40-59th NPR	700	
2	20-39th NPR	500	
1	1-19th NPR	200	

Reading		
C	D	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	
13%	130.00	
20%	175.00	
29%	203.00	
20%	100.00	
18%	36.00	

Language		
E	F	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	
17%	170.00	
20%	175.00	
30%	210.00	
19%	95.00	
14%	28.00	

Spelling		
G	H	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	
12%	120.00	
19%	166.25	
32%	224.00	
24%	120.00	
13%	26.00	

Mathematics		
K	L	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)	
19%	190.00	
30%	262.50	
22%	154.00	
16%	80.00	
13%	26.00	

a	Indicator Score	644.00
x	Indicator Weight	6%
b	Total Weighted Score for Indicator	38.64
=		
c		

a	Indicator Score	678.00
x	Indicator Weight	3%
b	Total Weighted Score for Indicator	20.34
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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c		

a	Indicator Score	656.25
x	Indicator Weight	3%
b	Total Weighted Score for Indicator	19.69
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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a	Indicator Score	712.50
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b	Total Weighted Score for Indicator	57.00
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a	Indicator Score	712.50
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
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a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

a	Indicator Score	712.50
x	Indicator Weight	8%
b	Total Weighted Score for Indicator	57.00
=		
c		

2002 Base API: Middle School (Grades 7–8)

The methodology for calculating the 2002 API Base for a middle school (grades 7–8) is the same as the methodology used for an elementary school except that the Scale Calibration Factor (SCF) will be different. Apply the same inclusion/exclusion and calculation rules as that for elementary schools.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, spelling, mathematics.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, spelling, mathematics.

California Standards Test Results

- **Step 7:** For the California Standards Test (CST) results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics.

Scale Calibration Factor (SCF)

- **Step 12:** Obtain the Scale Calibration Factor (SCF) for the middle school type (grades 7–8) determined by the California Department of Education for the 2002 API Base. The SCF used in the example is for illustrative purposes only, -1.22 .

Sum to Obtain 2002 API Base

- **Step 13:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Base for the school.

Example: 2002 API Base for a Middle School (Grades 7-8)

California Standards Test

English Language Arts				Mathematics			
A	B			C	D	E	F
Performance Levels	Weighting Factors			Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)
5	Advanced	1000		8%	80.00	9%	90.00
4	Proficient	875		23%	201.25	23%	201.25
3	Basic	700		35%	245.00	34%	238.00
2	Below Basic	500		21%	105.00	20%	100.00
1	Far Below Basic	200		13%	26.00	14%	28.00

a	Indicator Score	657.25			657.25
b	Indicator Weight	x	48%		32%
c	Total Weighted Score for Indicator	=	315.48	+	210.32

Content area weights	ELA	Math
Calif. Standards Test CST	48%	32%
Content area weights		
Stanford 9 NRT	12%	8%
Portion of API	60%	40%

Stanford 9

English-Language Arts (ELA)

Reading				Language				Spelling				Mathematics			
A	B			C	D	E	F	G	H	I	J	K	L		
Performance Bands	Weighting Factors			Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x E)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x G)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x I)	Percent of Pupils in Each Level	Weighted Score in Each Level (B x K)		
5	80-99th NPR	1000		6%	60.00	17%	170.00	11%	110.00	16%	160.00	16%	160.00		
4	60-79th NPR	875		26%	227.50	23%	201.25	23%	201.25	25%	218.75	25%	218.75		
3	40-59th NPR	700		33%	231.00	28%	196.00	24%	168.00	22%	154.00	22%	154.00		
2	20-39th NPR	500		20%	100.00	19%	95.00	20%	100.00	21%	105.00	21%	105.00		
1	1-19th NPR	200		15%	30.00	13%	26.00	22%	44.00	16%	32.00	16%	32.00		

a	Indicator Score	648.50			648.50
b	Indicator Weight	x	6%		3%
c	Total Weighted Score for Indicator	=	38.91	+	20.65

2002	Scale				
API	Calibration Factor*	669.75			
Base		8%			
656		53.58	+	-1.22	=

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

2002 Base API: High School (Grades 9–11)

For high schools, grades 9–11, the 2002 Academic Performance Index (API) Base is derived from the 2002 Stanford 9 scores in reading, language, mathematics, science, and social science; the 2002 California Standards Test scores in English-Language Arts (CST ELA), mathematics (CST Math) and social science (CST SS); and the 2002 California High School Exit Examination (CAHSEE) scores. Schools must have valid Standardized Testing and Reporting (STAR) test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

The basic methodology for calculating the 2002 API Base for a high school (grades 9–11) is the same as the methodology used for an elementary or middle school except that the content areas tested, Indicator Weights, and Scale Calibration Factor (SCF) are different. In addition, the performance levels for the CAHSEE have only two designations: pass or no pass. Apply the same inclusion/exclusion and calculation rules as that for elementary and middle schools. In addition, results of students taking the CAHSEE with accommodations will be included in the 2002 Base API, but results of students taking the CAHSEE with modifications will not be included.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, mathematics, science, and social science.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, mathematics, science, and social science.

California Standards Test Results

- **Step 7:** For the California Standards Test results in English-language arts, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.
- **Step 11:** Repeat Steps 7 through 10 for CST results in mathematics and in social science (grades 10–11 only).

California High School Exit Examination (CAHSEE)

- **Step 12:** For the CAHSEE results, determine the percentage of 10th grade pupils passing and the percentage not passing in 2002. **Pupils in 10th grade who did not take the test in 2002 are counted as passing.**
- **Step 13:** For “Pass” and “No Pass,” multiply the Weighting Factor by the percent of pupils in each category.
- **Step 14:** Sum the weighted scores across categories to obtain the Indicator Score.
- **Step 15:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 16:** Obtain the Scale Calibration Factor (SCF) for the high school type (grades 9–11) determined by the California Department of Education for the 2002 API Base. The SCF used in this example is for illustrative purposes only, -3.90 .

Sum to Obtain 2002 API Base

- **Step 17:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Base for the school.

Additional calculation rules, Grades 9–11 for the CST Math:

The California General Mathematics Standards Test (CGMST) is given to all 8th or 9th graders not taking one of the other mathematics standards tests and is based on 6th and 7th grade content standards. To adjust for the difference in standards, the API performance level weights for results from the CGMST will be calculated by mapping 8th and 9th grade performance on the CGMST to the grade 7 CST Math performance levels, lowering the API credit by one performance level for 8th graders and two performance levels for 9th graders. This will limit the top performance level weight of 8th graders to 875 and of 9th graders to 700.

In order for the API to account for students who take no CST Math, a credit of 200 will be assigned for the performance level weighting factor for any student record without a CST Math performance level in grades 10 and 11.

$$\text{Calibration Factor} = \frac{\text{Base}}{629} = \frac{3.90}{629}$$

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

CALCULATING 2002–2003 API GROWTH TARGETS

2002–2003 Schoolwide Growth Target

The 2002–2003 schoolwide growth target is calculated as 5% of the distance between a school's 2002 API Base and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 2002 API Base.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the school's 2002 API Base and the statewide target. In this example, $800 \text{ minus } 679 = 121$.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. This result is rounded to the nearest whole number. In this example, $121 \text{ times } 5\% = 6$.
- **Step 3:** To obtain the school's 2003 performance target (i.e., API Target), add the 2002 API to the Growth Target. In this example, $679 + 6 = 685$.

School Scores			
A	B	C	D
School's 2002 API Base	Distance Between 2002 API Base and Statewide Target of 800 ($800 - A$)	2002–2003 Growth Target: 5% of Distance to Statewide Target ($B \times 5\%$)	Performance Target for 2003 ($A + C$)

679	121	6	685
-----	-----	---	-----

Note: For any school with a 2002 API Base below 800, the minimum growth target is at least 1 point. Any school with a 2002 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

2002–2003 Subgroup Growth Targets

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. “Numerically significant” means the subgroup has (1) at least 30 pupils with valid STAR scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15% of the school's tested enrollment). A “socioeconomically disadvantaged” pupil is a pupil neither of whose parent has received a high school diploma **or** a pupil who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2002. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within this school.

School Populations	Valid 2002 Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	534	100%	n/a
Subgroups			
• African American (not of Hispanic origin)	120	23%	yes
• American Indian or Alaska Native	2	0%	no
• Asian	57	11%	no
• Filipino	3	0%	no
• Hispanic or Latino	149	28%	yes
• Pacific Islander	77	14%	no
• White (not of Hispanic origin)	110	21%	yes
• Socioeconomically disadvantaged	205	38%	yes

- **Step 2:** Determine the 2002 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. **The Scale Calibration Factor (SCF) for each subgroup API is the same as the SCF for the schoolwide API.** In this example, the subgroup API for African American is 740, for Hispanic is 748, for White is 658, and for Socioeconomically disadvantaged is 587.
- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. The result is rounded to the nearest whole number. In this example the schoolwide target is 6; therefore, $80\% \times 6 = 5$.

	School and Subgroup Scores			
	A	B	C	D
	2002 API Base	Schoolwide Target: 5% Distance to Statewide Target $((800 - A) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target $(B \times 80\%)$	Performance Target for 2003 $(A + C)$
Schoolwide	679	6		
Numerically Significant Subgroups				
• African American (not of Hispanic origin)	740		5	745
• Hispanic or Latino	748		5	753
• White (not of Hispanic origin)	658		5	663
• Socioeconomically disadvantaged	587		5	592

Note: A subgroup in a school with a 2002 API Base between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 2002 API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2002 API Base of 800 or more, any numerically significant subgroup with a 2002 API Base of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide Growth Target:	Schoolwide API (Base)		
	200 to 780	781 to 799	800 or more
	A	B	C
	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target¹. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Subgroup Growth Target:		Schoolwide API (Base)			
		200 to 780		781 to 799	800 or more
		A		B	C
Subgroup API (Base)	200 to 799	1	80% of schoolwide target ¹	1 point gain	
	800 or more	2	Maintain 800 or more		

For Awards Eligibility...

To be **eligible** for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater, and (2) meet or exceed its subgroup growth targets, or increase by four points whichever is greater.

¹ The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

SAMPLE INTERNET REPORTS FOR THE 2002 API BASE

List of schools—District Level

Netscape: Academic Performance Index (API) Report

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California Department of Education
Policy and Evaluation Division

2002 Academic Performance Index (API) Base List of Schools—District Level

February 20, 2003

District: Polaris Unified
County: Orion
County District Code: 98-98765

- [Explanatory Notes for the 2002 API Base Report](#) contain more details about the displayed information.
- Select the school name
 - for a School Report, or
 - for an explanation if no data are printed here

			Ranks		Targets	
	Number of Students Included in the 2002 API	2002 API (Base)	2002 Statewide Rank	2002 Similar Schools Rank	2002- 2003 Growth Target	2003 API Target
Elementary Schools						
Big Dipper Elementary	256	555	2	6	12	567
Cassiopeia Elementary	245	659	5	4	7	666
Celestial Elementary	174	588	3	3	11	599
Jupiter Elementary	215	828	9	8	A	A
Sunrise Elementary	390	638	4	5	8	646
Middle Schools						
Mercury Middle	755	572	3	5	11	583
Milky Way Middle	745	645	5	3	8	653
High Schools						
North Star High	865	578	4	5	11	589
Small Schools						
Little Dipper Elementary	59	722*	6*	N/A	4	726

*N/A" means a number is not applicable or not available due to missing data.
 "N/R" means required enrollment data are not reported.
 *** means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
 *A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

Missing schools – Some schools in this district may not appear on this list because APIs were not generated for them. Missing schools shall not receive a 2002-2003 API Growth Report. Very small schools serving traditional student populations (fewer than 11 pupils with STAR test scores), special education schools and centers, and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations are not in this system. Currently, these schools only participate in the alternative accountability system. In addition, schools that had no STAR test results in 2002 will not receive a 2002 API Base report.

[Download](#) a data file containing the information displayed above.

This example shows the List of Schools for a district. A List of Schools for each county office of education is also available in a similar format.

School Report (Elementary)

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California Department of Education
Policy and Evaluation Division

2002 Academic Performance Index (API) Base Report School Report

February 20, 2003

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98 -98765 - 9876543
School Type: Elementary

[List of Similar Schools](#)
[District List of Schools](#)

		Ranks		Targets	
Number of Students Included in the 2002 API	2002 API (Base)	2002 Statewide Rank	2002 Similar Schools Rank	2002-2003 Growth Target	2003 API Target
256	555	2	6	12	567

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.
 "N/R" means required enrollment data not reported.
 *** means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
 A means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

For more details about the displayed information see the [Explanatory Notes for the 2002 API Base Report](#).

Subgroups

	Number of Pupils Included In 2002 API	Numerically Significant	2002 Subgroup API Base	2002-2003 Subgroup Growth Target	2003 Subgroup API Target
Ethnic/Racial					
African American (not of Hispanic origin)	47	yes	520	10	530
American Indian or Alaska Native	0	no			
Asian	16	no			
Filipino	3	no			
Hispanic or Latino	126	yes	523	10	533
Pacific Islander	0	no			
White (not of Hispanic origin)	60	yes	586	10	596
Socioeconomically Disadvantaged	190	yes	528	10	538

A means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2002.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (Elementary)

Netscape: Academic Performance Index (API) Report

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School Demographic Characteristics
 These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection, the 2002 Standardized Testing and Reporting (STAR) student answer document, and the 2002 STAR Apportionment data collection.

Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Percent
African American (not of Hispanic origin)	24	Percent with a response*	98
American Indian or Alaska Native	0	Of those with a response:	
Asian	5	Not a high school graduate	5
Filipino	2	High school graduate	69
Hispanic or Latino	48	Some college	15
Pacific Islander	0	College graduate	11
White (not of Hispanic origin)	21	Graduate school	1
<i>These percentages may not sum to 100 due to responses of : other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	73	Average Parent Education Level (STAR)	Average 2.34
English Learners (STAR)	22	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track Year-Round School (CBEDS)	no		
School Mobility (STAR)	28	Fully credentialed teachers (CBEDS)	Percent 70
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	35
District Mobility (STAR)	7		
<i>This is the percent of students who first attended this district in the current year.</i>		Enrollment in Grades 2-11 on the First Day of Testing (STAR Apportionment)	Number 335
Average Class Size (CBEDS)		Number of Students Excused from STAR Testing (STAR)	
Grade levels	Average	Students required to take alternative assessment per IEP	0
K-3	19	Students excused per Parent Written Request	0
4-6	34		
Core academic courses in departmentalized programs.	N/A	Number of Students Tested (STAR)	326

Similar Schools Report (Elementary)

Netscape: Academic Performance Index (API) Report

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California Department of Education
Policy and Evaluation Division

2002 Academic Performance Index (API) Base Similar Schools Report

February 20, 2003

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

Number of Students Included in the 2002 API	2002 API (Base)	Ranks		Targets	
		2002 Statewide Rank	2002 Similar Schools Rank	2002- 2003 Growth Target	2003 API Target
256	555	2	6	12	567

Scroll down or [click here](#) to see the list of similar schools

[Click here](#) to see the API report for this school

For a definition of Similar Schools, please refer to the [Parent Guide](#) to the 2002 Similar Schools Ranks based on the Academic Performance Index.

The API scale is 200–1000. Only scores for students in the district the prior year are included in the calculation. For more information about the API, please refer to the [2002 Academic Performance Index Base Report Information Guide](#).

Click [here to create and download](#) a data file of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, district, and school name

CDS Code	County	District	School	2002 API
97-87654-3456789	Pluto	Starlight Unified	Galaxy Elementary	562
98-98765-9876543	Orion	Polaris Unified	Big Dipper Elementary	555
99-12345-1234567	Mars	Meteor Unified	Asteroid Middle	548

School Report (High School)

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California Department of Education
Policy and Evaluation Division

2002 Academic Performance Index (API) Base Report

School Report

February 20, 2003

[List of Similar Schools](#)
[District List of Schools](#)

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98 -98765-9876544
School Type: High

	Ranks			Targets	
Number of Students Included in the 2002 API	2002 API (Base)	2002 Statewide Rank	2002 Similar Schools Rank	2002-2003 Growth Target	2003 API Target
865	578	4	5	11	589

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.
 "N/R" means required enrollment data not reported.
 "*" means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
 "A" means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

For more details about the displayed information see the [Explanatory Notes for the 2002 API Base Report](#).

Subgroups

	Number of Pupils Included In 2002 API	Numerically Significant	2002 Subgroup API Base	2002-2003 Subgroup Growth Target	2003 Subgroup API Target
Ethnic/Racial					
African American (not of Hispanic origin)	132	yes	517	9	526
American Indian or Alaska Native	5	no			
Asian	37	no			
Filipino	66	no			
Hispanic or Latino	264	yes	500	9	509
Pacific Islander	6	no			
White (not of Hispanic origin)	345	yes	646	9	655
Socioeconomically Disadvantaged	339	yes	519	9	528

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2002.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (High School)

Netscape: Academic Performance Index (API) Report			
<div> <div>BackForwardReloadHomeSearchNetscapeImagesPrintSecurityStop</div> <div>Go To: <input type="text"/></div> <div>What's Related</div> </div>			
School Demographic Characteristics These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection, the 2002 Standardized Testing and Reporting (STAR) student answer document, and the 2002 STAR Apportionment data collection.			
Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Perc
African American (not of Hispanic origin)	16	Percent with a response*	
American Indian or Alaska Native	3	Of those with a response:	
Asian	4	Not a high school graduate	
Filipino	8	High school graduate	
Hispanic or Latino	30	Some college	
Pacific Islander	1	College graduate	
White (not of Hispanic origin)	38	Graduate school	
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	39	Average Parent Education Level (STAR)	Average 2
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
English Learners (STAR)	7		
Multi-track Year-Round School (CBEDS)	no		Perc
School Mobility (STAR)	14	Fully credentialed teachers (CBEDS)	
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	
District Mobility (STAR)	7		Num
<i>This is the percent of students who first attended this district in the current year.</i>		Enrollment in Grades 2-11 on the First Day of Testing (STAR Apportionment)	16
Average Class Size (CBEDS)		Number of Students Excused from STAR Testing (STAR)	
Grade levels	Average	Students required to take alternative assessment per IEP	
K-3	N/A	Students excused per Parent Written Request	
4-6	N/A		
Core academic courses in departmentalized programs.	28	Number of Students Tested (STAR)	16

School Report (Small School)

Netscape: Academic Performance Index (API) Report

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California Department of Education
Policy and Evaluation Division

2002 Academic Performance Index (API) Base Report

School Report

February 20, 2003

[District List of Schools](#)

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98 -98765-9876545
School Type: Small Elementary

		Ranks		Targets	
Number of Students Included in the	2002 API (Base)	2002 Statewide Rank	2002 Similar Schools Rank	2002-2003 Growth Target	2003 API Target
2002 API	59	6*	N/A	4	726

Click on column header link to view notes.

*N/A means a number is not applicable or not available due to missing data.

*N/R means required enrollment data not reported.

*** means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

*A means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

For more details about the displayed information see the [Explanatory Notes for the 2002 API Base Report](#).

Subgroups

	Number of Pupils Included In 2002 API	Numerically Significant	2002 Subgroup API Base	2002-2003 Subgroup Growth Target	2003 Subgroup API Target
Ethnic/Racial					
African American (not of Hispanic origin)	0	no			
American Indian or Alaska Native	0	no			
Asian	20	no			
Filipino	0	no			
Hispanic or Latino	2	no			
Pacific Islander	0	no			
White (not of Hispanic origin)	36	yes	700	5	705
Socioeconomically Disadvantaged	29	no			

*A means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2002.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (Small School)

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School Demographic Characteristics
 These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection, the 2002 Standardized Testing and Reporting (STAR) student answer document, and the 2002 STAR Apportionment data collection.

Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Pi
African American (not of Hispanic origin)	0	Percent with a response*	
American Indian or Alaska Native	0	Of those with a response:	
Asian	34	Not a high school graduate	
Filipino	0	High school graduate	
Hispanic or Latino	3	Some college	
Pacific Islander	0	College graduate	
White (not of Hispanic origin)	62	Graduate school	
<i>These percentages may not sum to 100 due to responses of : other, multiple, declined to state, or non-response.</i>		<i>* This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	48	Average Parent Education Level (STAR)	Av
English Learners (STAR)	0	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track Year-Round School (CBEDS)	No		Pi
School Mobility (STAR)	10	Fully credentialed teachers (CBEDS)	
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	
District Mobility (STAR)	7		Ni
<i>This is the percent of students who first attended this district in the current year.</i>		Enrollment in Grades 2-11 on the First Day of Testing (STAR Apportionment)	
Average Class Size (CBEDS)		Number of Students Excused from STAR Testing (STAR)	
Grade levels	Average	Students required to take alternative assessment per IEP	
K-3	20	Students excused per Parent Written Request	
4-6	20		
Core academic courses in departmentalized programs.	N/A	Number of Students Tested (STAR)	

Parent Guide

February 2003

to the



2002 Similar Schools Ranks based on the Academic Performance Index

In February 2003, public schools in California received their fourth Academic Performance Index (API) Base reports. The API is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999. It measures the academic performance and progress of schools. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions.

2002 API Base Reports

The API Base for the 2002–2003 API Reporting Cycle was based on results of the Stanford 9 achievement test and the California Standards Test in English-Language Arts, in Mathematics, and in Social Science (grades 10–11) given in spring 2002 as part of the state's Standardized Testing and Reporting (STAR) program. The 2002 API Base also includes the results of the 2002 California High School Exit Examination for grade 10. The number of grade 9 students passing the CAHSEE in 2001 will be estimated and also included in the 2002 API Base. The 2002 API Base report for a school shows:

- 2002 API Base score
- 2002 statewide rank
- 2002 rank compared to 100 other schools with similar demographic characteristics (similar schools rank)
- 2002–2003 API growth target for the school and for numerically significant groups of students in the school
- 2003 API target (2002 API Base plus growth target)
- School demographic characteristics

Small schools, defined as having between 11 and 99 valid STAR scores, do not receive similar schools ranks. The API score is on a scale of 200–1000. The statewide and similar schools ranks are on a scale of 1–10. The API reports and detailed information about the API can be found at <http://api.cde.ca.gov> on the California Department of Education (CDE) web site.

Similar Schools Ranks

The API reports include a “similar schools rank.” This information shows where a school ranks on a scale of 1–10, compared with 100 other schools with similar demographic characteristics. California public schools serve students with many different backgrounds and needs. As a result, schools face different educational challenges. The similar schools ranks for 2002 allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges. The comparison of similar schools is required by the PSAA and provides additional information about schools beyond that provided by APIs and statewide ranks. Similar schools ranks are not used to establish eligibility for awards or interventions provided by the PSAA.

Several school demographic characteristics form the basis for determining the similar schools comparisons. Page 2 of this guide provides a complete listing of the demographic characteristics used.

Looking Ahead — The 2002–2003 API Growth Report

In the fall of 2003, schools will receive their 2002–2003 API Growth reports. These reports will include the following information for each school:

- 2002–2003 school growth (2002 API Growth score minus 2002 API Base score)
- 2002–2003 growth for numerically significant groups of students in the school
- Whether growth targets were met
- Whether the school is awards eligible

Questions and Answers about the Similar Schools Ranks in the 2002 API Report

What is the PSAA?

The PSAA is designed to measure the academic improvement of California public schools, reward those schools that meet their improvement goals, and help those schools that do not meet their goals. A key part of the PSAA is the Academic Performance Index (API) report. Schools received their 2002 API Base reports in February 2003.

What is the API?

The API measures the performance and progress of a school. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. Schools that fall short of 800 will be required to meet annual growth targets until the statewide target of 800 is reached. Schools that already meet or exceed the statewide target of 800 should continue working to improve the academic performance of all their students.

What are the new indicators for the 2002 API Base?

New indicators used in the calculations for the 2002 API Base include:

- Standardized Testing and Reporting (STAR) program:
 - California Standards Test in Mathematics (CST Math)
 - California Standards Test in Social Science (CST SS)—grades 10 through 11
- California High School Exit Examination (CAHSEE)—grades 9 and 10 (in 2003, grades 10 and 11; in 2004, grades 10, 11, and 12)

Results of the Stanford 9 and the California Standards Test in English-Language Arts (CST ELA) were used in calculating the API in the previous API reporting cycle.

What are the similar schools ranks?

The Public Schools Accountability Act (PSAA) of 1999 [Education Code Section 52056(a)] requires the state to annually rank all public schools in California based on the API. The similar schools rank compares a school's academic achievement on the API with other schools that have similar demographic characteristics.

Demographic Characteristics Used to Identify Similar Schools

The PSAA law requires that the following school demographic characteristics, or factors, be used to identify the similar schools:

School Demographic Characteristics	How Characteristics Are Determined
Pupil mobility	% of students who first attended the school in the current year
Pupil ethnicity	% of students in the school in each of these ethnic categories: <ul style="list-style-type: none"> African American (not of Hispanic origin) American Indian or Alaska Native Asian Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin)
Pupil socioeconomic status	Average of all parent educational level responses for the school % of students in the school who participated in the free or reduced price lunch program
Percentage of teachers who are fully credentialed	% of teachers in the school who are fully credentialed
Percentage of teachers who hold emergency credentials	% of teachers in the school who hold emergency permits
Percentage of pupils who are English language learners	% of students in the school who are classified as English language learners
Average class size per grade level	Average class size at the school for each grade level: <ul style="list-style-type: none"> K-3 4-6 Core academic courses in departmentalized programs
Whether the schools operate multi-track year-round educational programs	Schools are categorized as either operating or not operating multi-track year-round educational programs



What is the purpose of comparing similar schools in the API report?

California public schools serve groups of students with different backgrounds and needs. As a result, schools face different educational challenges and opportunities. For this reason, it is helpful to provide information about a school's academic achievement as it compares to similar schools.

How are the similar schools ranks used?

The similar schools ranks can be used in at least two ways. First, schools can use this information as a reference point for judging their academic achievement against other schools facing similar challenges. Second, schools may improve their academic performance by studying what similar schools with higher rankings are doing. Similar schools ranks are not used in any way as the basis for awards or sanctions.

What sources were used to collect the demographic data for the 2002 similar schools ranks?

The demographic data for the similar schools ranks came from several sources, including the 2002 administration of the Standardized Testing and Reporting (STAR) program and the 2001 California Basic Educational Data System (CBEDS).

How were the 2002 similar schools ranks calculated?

Several steps were used to calculate the 2002 similar schools ranks. First, schools were divided into grade level categories (elementary, middle, and high schools). Then, a School Characteristics Index (SCI), or composite of the school's demographic characteristics, was calculated for each school. Next, a comparison group of 100 similar schools was formed, based on similar SCIs. Last, the similar schools rank for each school was generated. This ranking was based on the school's API Base compared with the APIs of other similar schools in the comparison group.

What is the SCI and how is it calculated?

The SCI combines the demographic characteristics of a school. It is calculated through a statistical procedure that produces a single index based on all of the factors included. Schools with SCIs that are close in numerical value face similar educational challenges and opportunities.

Do all 100 schools in the same similar schools rank have the same demographic characteristics?

Each school is unique; therefore, it is impossible to find similar schools that match in every way. In order to form large enough

groups of similar schools for meaningful ranks, the procedure used for each SCI allows for some differences between schools.

How were the similar schools ranks determined for 2002?

A comparison group for each school was formed by placing the school's SCI as the median or mid-point (middle) and taking the 50 schools with SCIs just above and the 50 just below. The 100 schools in the comparison group were sorted according to their 2002 API Base and divided into 10 equal-sized groups (deciles). The API of the school was then compared to the APIs of the schools in its group. The school was assigned a decile rank based on this comparison, and that is the rank shown on the report.

How can I find out which schools are in the comparison group for my student's school?

The list of the 100 schools included in each school's similar schools comparison group can be found in the Similar School Report accessed at <http://api.cde.ca.gov> on the CDE web site.

Another school in the district has similar students and almost exactly the same API score but a different "similar schools" rank. How can that be?

Even if schools appear quite similar, they may differ with respect to some measured characteristics. Small differences in two school's demographic characteristics and SCIs can result in very different groups of similar schools. If one school's comparison group has a different range of API scores than the other school, the two schools' ranks may differ.

Will the comparison group for my student's school remain the same from year to year?

No, because demographic characteristics change from year to year. In February 2003, your school received a 2002 similar schools rank which compared the school's 2002 API level to a group of 100 similar schools. In January or February 2004, your school will receive a 2003 similar schools rank which will compare its 2003 API level to a *new* group of 100 similar schools.

If our school's API score remains the same next year, will its statewide rank be the same as 2002?

Your rank will not necessarily be the same next year, even if your API score remains the same. Your rank may go up or down, depending on how the rest of the schools in the state perform. This is because your statewide rank is a comparison with other schools in the state.

How is a school's socioeconomic status measured?

Socioeconomic status is based on the school's average parent education level and percentage of student participation in the free or reduced price lunch program. The source for parent education level and free or reduced price lunch program is the demographics section of the STAR answer document.

Is a school penalized in any way if the parent educational level is not reported for all students?

Although there is no penalty for *not* providing parent educational levels, a school should do its best to obtain complete information so that its similar schools rank can be as accurate as possible. Reliable parent educational level information is helpful in producing the most appropriate similar schools group for your school.

How can elementary school children, as young as second graders, be expected to report their parents' educational level?

Parent educational level information is provided by the school and district. The method of collecting these data varies across the state, but schools and districts should ensure that the information is as accurate as possible. Young children are not expected to provide this information unassisted.

The similar schools rank for my student's school is higher (about the same, lower) than its statewide rank. How should that be interpreted?

These ranks are calculated in completely different ways. The statewide API rank compares your school to schools statewide. The similar schools rank compares your school to 100 schools like yours.

How can the similar schools rank for my student's school be raised?

The SCI, from which the group of similar schools is determined, is designed to reflect demographic characteristics *not* under a school's control. The school should focus on ways to raise its API by improving instruction and student achievement. These efforts should help improve the academic growth of the school, its API, and its school rankings.

Where can parents go for more information?

Parents should direct their questions about the API or the PSAA or plans for improving the school's academic performance to the principal or other school administrators. Schools also will be asking parents to become actively involved in the improvement process. Further information about the PSAA and API can be found at <http://www.cde.ca.gov/psaa> on the CDE web site.

Description of Similar Schools Ranks

The similar schools ranks compare an individual school's API to the 100 schools in its comparison group. Schools are ranked in ten equal groups (deciles) from the lowest (one) to the highest (ten). A description of the **similar schools ranks** follows:

Rank	Description
	This school's API is:
9 or 10	Well above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well below average for elementary, middle, or high schools with similar characteristics

PSAA REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2002 API Base results will be posted on the California Department of Education (CDE) Web site on February 20, 2003 at <http://api.cde.ca.gov> and at <http://www.cde.ca.gov/psaa/api>. The following provides a list of CDE Internet sites and contact offices related to the PSAA:

Topic	CDE Contact Offices	CDE Web site
Public Schools Accountability Act (PSAA) and No Child Left Behind (NCLB)	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov	http://www.cde.ca.gov/psaa
Academic Performance Index (API) and Adequate Yearly Progress (AYP)	Educational Planning and Information Center, Policy and Evaluation Division (916) 319-0863 epic@cde.ca.gov	http://www.cde.ca.gov/psaa/api
Low Performing Schools: <ul style="list-style-type: none"> • Immediate Intervention/ Underperforming Schools Program (II/ USP) • High Priority Schools Grant Program (HPSG) • Intervention Assistance • Comprehensive School Reform (CSR) 	School Improvement Division (916) 319-0830 School Reform Assistance Office (916) 319-0839 High Priority Schools Office (916) 324-3236 Intervention Assistance Office (916) 319-0836 School Reform Assistance Office (916) 319-0839	http://www.cde.ca.gov/iiusp
API Awards Programs: <ul style="list-style-type: none"> • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act 	Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov	http://www.cde.ca.gov/psaa/awards
Alternative Accountability System	Educational Options Office, Educational Support Systems Division (916) 322-5012 rbakke@cde.ca.gov (Robert Bakke) or (916) 323-2564 (Heidi Wackerli)	http://www.cde.ca.gov/psaa/asam/
California Alternate Assessment Program (CAPA)	Special Education Division (916) 327-3702 (Pam McCabe)	http://www.cde.ca.gov/spbranch/sed/capa/index.htm

PSAA CHRONOLOGY

April 1999	Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted		Performance Award (GPA) Program, School Site Employee Performance Bonus, and Certificated Staff performance Incentive Act
July 1999	<i>Framework for the Academic Performance Index (API)</i> approved by the State Board	January 2001	2000 API Base scores, rankings, and growth targets reported; small schools received 2000 API Base (asterisked) but no ranks
August 1999	Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) program test for both 1998 and 1999 invited to participate in the Immediate Intervention/Underperforming Schools Program (II/USP)	March 2001	State Board approved indicators for the Alternative Schools Accountability Model (ASAM)
September 1999	Eligible schools selected for II/USP (first cohort schools)	Fall 2001	Schools' 2000–2001 API Growth reported; 430 additional school selected for II/USP (third cohort); schools that met criteria are eligible for GPA and/or Certificated Staff Performance Incentive Act
November 1999	<i>The 1999 Base Year Academic Performance Index (API)</i> approved by State Board		Schools participating in the ASAM selected indicators for baseline data collection in school year 2001–2002.
January 2000	1999 API Base scores, rankings, and growth targets established and disseminated to schools	September 2001	State Board approved method and indicators for 2001 API Base to include standards-based English-language arts test
July 2000	Alternative Accountability System framework adopted by State Board	October 2001	Senate Bill 735, Assembly Bill 961, and Assembly Bill 1295 chaptered, amending the PSAA
July 2000	State Board approves method and indicators for 2000 API Base to be the same as the 1999 API Base	January 2002	2001 API Base scores, rankings, and growth targets reported; small schools received 2001 API Base (asterisked) but no similar schools ranks
September 2000	Senate Bill 1552 (Alpert) enacted, amending the PSAA		President Bush signs No Child Left Behind Act of 2001 (NCLB)
Fall 2000	Schools' 1999–2000 API Growth reported; 430 additional schools selected for II/USP (second cohort); schools that met criteria are eligible for awards from the Governor's		

July 2002	Schools participating in the ASAM reported baseline data on their selected indicators	January 2003	California submits No Child Left Behind (NCLB) proposal to U.S. Department of Education
September 2002	Senate Bill 1310 (Alpert) signed, amending the PSAA	February 2003	Consistent with current state requirements, 2002 API Base scores, rankings, and growth targets reported; small schools received 2002 API Base (asterisked) but no similar schools ranks
Fall 2002	Schools' 2001–2002 API Growth reported; schools that met criteria are eligible for GPA and/or Certificated Staff Performance Incentive Act; neither award program is funded in 2002–2003 to recognize academic growth that occurred in 2001–2002	Spring 2003	2001–2002 baseline indicator data reported for schools participating in the ASAM